

Teacher Effectiveness Framework

VERSION 1.0



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Dimension One

PLANNING (P)

STANDARD ONE: PLANS TO ADDRESS LEARNER NEEDS

Teacher plans instruction based on information from formative and summative assessments and other sources, and adjusts plans for individuals and whole groups when necessary.

STANDARD TWO: PLANS EXPERIENCES TO SUPPORT LEARNING

Teacher plans learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards.

P-1

Standard One: Plans to Address Learner Needs

TEACHER INDICATOR:

Teacher creates learning experiences based on formative and summative assessment results and other sources, and adjusts plans to meet learners’ needs.

PERFORMANCE LEVELS

<div><input type="checkbox"/> NOT MEETING STANDARD</div> <div>Teacher does not use assessment data to influence instructional plans.</div> <div>OBSERVABLE EVIDENCE<ul style="list-style-type: none">Teacher does not use assessment data to plan instruction or to make adjustments in planning.Teacher does not use assessment data to plan for individual learner’s needs.</div>	<div><input type="checkbox"/> APPROACHING STANDARD</div> <div>Teacher uses aggregated data to plan instruction for the class as a whole.</div> <div>OBSERVABLE EVIDENCE<ul style="list-style-type: none">Teacher plans instruction for the class as a whole using aggregated formative and summative data.Teacher uses data from daily assessments (assignments, quizzes, exit cards, etc.) to determine areas of need. However, re-teaching may not occur in a timely manner (i.e., prior to teaching the next concepts).</div>	<div><input type="checkbox"/> EFFECTIVE</div> <div>Teacher uses aggregated and disaggregated data to plan instruction for the class, as well as for individual learners.</div> <div>OBSERVABLE EVIDENCE<ul style="list-style-type: none">Teacher plans instruction using formative and summative data, as well as additional information about individual learners (developmental levels, prior learning, experiences, and interests).Teacher aggregates and disaggregates formative and summative assessment data, identifies patterns, and uses the data to inform planning for the class as a whole, as well as for individual learners.Teacher uses data from daily formative assessments (assignments, quizzes, exit cards, etc.) to identify needs and to plan instruction for the following day, re-teaching concepts as needed.Teacher uses formative assessment data to plan for additional support or acceleration for individuals and groups of learners.</div>
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NOTES:

COACHING

☐ DISTINGUISHED

Additionally, teacher uses assessment data to proactively support learners in their understanding of more difficult concepts and to guide learners along individual pathways.

OBSERVABLE EVIDENCE

- Teacher uses summative assessment data over time to identify common misconceptions and more difficult concepts. Teacher uses this information to influence plans.
- Teacher plans to engage students in assessing their own learning and in using the data to develop/modify their plans to reach their individual learning goals.

QUESTIONS

1. What is your approach to lesson planning? How do you go about it?
2. In what ways do data inform your lesson planning? What forms of data are most helpful to you?
3. What does success look like for you in a well-executed lesson plan?
4. What are your most utilized formative assessment tools? How do you incorporate that data into your planning for the next day's lesson?
5. What makes you think that the formative assessment tool you had the students using today will result in students better understanding their own misconceptions about the concept or skill you were teaching?
6. What, if anything, has been challenging for you about using formative assessment tools in the past with your students?

EXTENDED QUESTIONS

1. What trends, if any, have you noticed in your summative assessment data? What concepts or skills do students tend to struggle with most?
2. What impact do those trends have on your unit and lesson planning?
3. In what ways do you set academic learning goals with your students?
4. In what ways do your students use assessment data? How do they know they are reaching their individual learning goals?

P-2

Standard One: Plans to Address Learner Needs

TEACHER INDICATOR:

Teacher plans how to achieve individual's rigorous learning goals, choosing appropriate strategies, accommodations, resources, and materials to differentiate instruction.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

Teacher does not plan to differentiate instruction or to modify resources and materials.

OBSERVABLE EVIDENCE

- Teacher does not plan to modify instruction or materials for individuals or groups of learners.
- Teacher does not plan to meet with individuals and/or small groups of learners for additional instruction or support.
- Teacher does not plan to instruct language acquisition skills and/or to shelter instruction to make content accessible for English language learners.

☐ APPROACHING STANDARD

Teacher plans appropriate strategies, accommodations, resources, and materials to support some learners.

OBSERVABLE EVIDENCE

- Teacher designs experiences and modifies materials and resources to support learners with IEPs, IFSPs, 504s and other legal requirements.
- Teacher identifies learner strengths and/or needs and divides them for small group instruction, although plans reflect similar goals and learning experiences for each group.
- Teacher occasionally plans to incorporate modified tasks, instruction, materials, and resources for English language learners.
- Teacher does not plan language acquisition instruction.

☐ EFFECTIVE

Teacher plans appropriate strategies and accommodations, resources, and materials to support and challenge all learners.

OBSERVABLE EVIDENCE

- Teacher plans to challenge all learners by adapting, scaffolding, enriching, accelerating instruction and by modifying resources and materials.
- Teacher modifies assessment to meet the needs of the learners and/or plans multiple ways for learners to demonstrate their knowledge and skills.
- Teacher organizes flexible grouping and plans differentiated learning goals and tasks for each group.
- Plans reflect culturally responsive teaching strategies.
- Plans incorporate support for English language learners, including strategies for making content accessible (i.e., modification of materials, materials in native language, cooperative learning, learning partners, visuals, and graphics).
- Teacher plans a language learning objective, forms and functions relative to the concept, to support language acquisition.
- Teacher plans peer tutors for learners who may need additional support.

NOTES:

COACHING

☐ DISTINGUISHED

Additionally, teacher collaborates with learners to plan and identify needed support.

OBSERVABLE EVIDENCE

- Teacher collaborates with learners in planning and identifying the learning pathways that will help them pursue challenging goals.

QUESTIONS

1. What is your experience with differentiating instruction? What differentiations have been most successful in your experience?
2. What differentiation strategies have you found to be most useful in accelerating the learning for students that are struggling? In challenging the high-performing students?
3. What are the different forms of assessments that you use most often? Which forms do you feel best help students demonstrate their knowledge and skills?
4. What is your vision for how class time is best structured? What is the ratio between teacher talk time vs. student talk time in most of your lessons?
5. What does culturally responsive instruction look like in your classroom?
6. What have you found out about how your most marginalized students think? How do they make meaning of the concepts and skills that you need them to learn? What metaphors do they tend to use to make their own meaning?
7. How do you typically support your English language learners? What do you find are the most common struggles of your English language learners?
8. What support would be most helpful in improving your planning and instruction as it relates to differentiation?
9. Where do you feel you have the most to learn about differentiating instruction?

EXTENDED QUESTIONS

1. How do you collaborate with students?
2. What is your approach to student-teacher goal setting meetings?
3. Who do you know that collaborates really well with students? What might you learn from this person?

P-3

Standard One: Plans to Address Learner Needs

TEACHER INDICATOR:

Teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs. (InTASC)

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

Teacher does not collaborate with others to meet the needs of individual learners.

OBSERVABLE EVIDENCE

- Teacher does not collaborate with families and/or does not use the information when planning.
- Teacher does not collaborate with specialists to meet unique needs of learners.

☐ APPROACHING STANDARD

Teacher collaborates with others, but does not consistently use the information when planning.

OBSERVABLE EVIDENCE

- Teacher interacts with families and occasionally uses the information when planning.
- Teacher collaborates with specialists, but inconsistently uses the information when planning.

☐ EFFECTIVE

Teacher collaborates with others and consistently uses the information to guide instruction.

OBSERVABLE EVIDENCE

- Teacher collaborates with families to further meet the needs of the learners and to incorporate family and community resources.
- Teacher collaborates with colleagues with specialized expertise (e.g., special education teachers, related service providers, language learning specialists, librarians, technology specialists) to plan and jointly deliver instruction to meet the needs of learners.

NOTES:

COACHING

P-3

☐ DISTINGUISHED

Additionally, teacher collaborates with others to develop a network of support for individual learners.

OBSERVABLE EVIDENCE

- Teacher collaborates with a broad range of colleagues and community members to address each learner's needs (e.g., developmental, exceptional, linguistic).
- Teacher collaborates with community members to build a network of support for learners.

QUESTIONS

1. What does collaboration look like for you? When collaboration is at its best, what does that look like? With parents? With colleagues?
2. What are some of the challenging aspects of collaboration for you? With parents? With colleagues? To what support do you turn to address those challenges?
3. How do you feel about collaborating and co-teaching with some of your colleagues who have more expertise than you in particular areas?
4. What might you learn from colleagues that have more expertise than you?
5. How do you incorporate new learning from your colleagues that have more expertise than you?

EXTENDED QUESTIONS

1. How do you build relationships with community members to support your students?
2. Who do you know that has a strong network of support for students outside of the school?
3. In what ways does the school support you to build that network? How do you support the school to build that network?
4. How has your instruction or approach to students changed as a result of what you have learned from a broader network of community support?

P-4

Standard Two: Plans Experiences to Support Learning

TEACHER INDICATOR:

Teacher develops appropriate sequencing of learning experiences aligned to the learning objective and to the assessment task.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

Plans do not reflect a logical sequence of learning experiences and/or an alignment with the objective or assessment task.

OBSERVABLE EVIDENCE

- Learning objective is not aligned to the state or local curriculum standards.
- Learning objective is not clear and/or is stated in the form of an activity, rather than student learning.
- Plans do not show a logical sequence of learning.
- Experiences are not aligned to the learning objective and/or to the assessment task.
- Teacher does not plan to use technology to support student learning.

☐ APPROACHING STANDARD

Teacher plans a logical sequence of learning experiences aligned with the learning objective.

OBSERVABLE EVIDENCE

- Learning objective is aligned to state or local curriculum standards and is written in the form of student learning.
- Learning objective is written in student-friendly language.
- Teacher develops a logical sequence of experiences aligned to the learning objective and to the assessment task.
- Teacher plans how he/she will use technology to engage students and to support them in their learning.

☐ EFFECTIVE

Teacher plans a logical sequence of learning experiences aligned with the objective and assessment task and relevant to learner needs.

OBSERVABLE EVIDENCE

- Learning objective is aligned to state or local curriculum standards.
- Objective reflects rigorous learning, is relevant to the learners, and is written in student-friendly language.
- Teacher identifies specific goals (related to the objective) based on understanding of learning progressions and his/her students' development along the pathway.
- Teacher develops a logical sequence of learning experiences and assessments (aligned with the objective) that move learners forward in their understanding.
- Teacher structures time in the plan to build prerequisite skills, to support steady progress, and to extend or enrich learning.
- Teacher anticipates more difficult concepts and plans multiple explanations and representations, as well as the necessary time to support learning.

NOTES:

COACHING

☐ DISTINGUISHED

Additionally, teacher plans with learners to support them in accomplishing their long-term goals.

OBSERVABLE EVIDENCE

- Teacher plans with students to identify personalized learning objectives and experiences to support them in reaching their long-term goals.

QUESTIONS

- How do you think about the learning objective when you are doing your lesson planning? In what way does it guide your planning?
- How do you know whether students have met the identified learning objective? How do students know that they have met the learning objective?
- How do you communicate your identified goals and how do you measure progress toward the learning objective during a lesson?
- What does a rigorous learning experience look like for you and your students? When are you most successful in providing rigorous learning experiences?
- What are the most engaging learning experiences for students, particularly your most marginalized and struggling students?
- What is your vision for how students will take up the most difficult concepts of the lesson?
- How do you use students' own explanations and meaning about aspects of the lesson to connect to the most difficult concepts of the lesson?
- When faced with a limited amount of time in class and a large amount of content to cover, what is your strategy for teaching the concepts? What do you do to assure that students understand the key concepts/learning objective?

EXTENDED QUESTIONS

- How do you help students set long-term goals? Are you willing to have goal-setting meetings with your students? What would you need to make that happen?
- What are some of your strategies for supporting students to set long-term goals that are both connected to their vision of the future and provide alternatives to their vision that they can still understand?
- What are some of your success stories with students reaching their long-term goals?

P-5

Standard Two: Plans Experiences to Support Learning

TEACHER INDICATOR:

Teacher creates opportunities for learners to use critical thinking skills, as well as cross-disciplinary skills and knowledge.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

Teacher does not plan for learners to use cross-disciplinary knowledge or critical thinking skills.

OBSERVABLE EVIDENCE

- Planned experiences do not require learners' use of cross-disciplinary knowledge or critical thinking skills.
- Planned tasks include only lower-order questions.
- Teacher does not plan group discussions and/or develops mostly lower-order questions (i.e., remembering, understanding) to be used during discussions.

☐ APPROACHING STANDARD

Teacher plans to guide learners in using critical thinking skills to explore content-related issues.

OBSERVABLE EVIDENCE

- Teacher plans to introduce learners to problems or issues in the content area.
- Teacher does not plan for learners to use cross-disciplinary skills.
- Planned tasks include a majority of lower-order questions (i.e., remembering, understanding).
- Teacher develops mainly lower-order questions to be used during discussions.

☐ EFFECTIVE

Teacher plans to foster learner use of cross-disciplinary knowledge and critical thinking skills to explore content-related or real-world issues.

OBSERVABLE EVIDENCE

- Teacher plans learning experiences to guide learners in applying inter-disciplinary knowledge and critical thinking skills (i.e., making inferences, comparing and contrasting) to explore content-related or real-world issues or problems.
- Planned tasks include a majority of higher-order questions.
- Teacher develops higher-order questions to be used during discussions.
- Teacher plans experiences that will foster learner development of higher-order questions (i.e., analyzing, evaluating, creating) to drive exploration of problems and issues.

NOTES:

COACHING

☐ DISTINGUISHED

Additionally, teacher plans to support learners as they identify authentic issues or problems and use cross-disciplinary knowledge and critical thinking skills to explore possible solutions.

OBSERVABLE EVIDENCE

- Teacher develops experiences to foster learners' abilities to independently identify issues or problems in or across content areas that engage learners in using critical thinking and content knowledge to explore solutions.

QUESTIONS

1. What has been your experience planning and teaching interdisciplinary lessons? What, in your mind, is a successful interdisciplinary lesson?
2. How do you support students to make connections between the content and skills being taught and the real-world application? What lesson do you currently teach or have seen taught that made this connection explicitly clear for students?
3. What do you believe higher-order thinking questions and processes do for your students? Why is it important to create essential questions ahead of time?
4. How are higher-order thinking questions and processes used in your lessons? What do you notice about how well students, particularly marginalized and struggling students, respond to them?
5. What support would you need to begin to make the use of higher-order thinking questions and processes a more regular part of your lesson planning and instruction?

EXTENDED QUESTIONS

1. What is your theory of action for setting up students to learn independently? A theory of action is an "If/Then" statement.
2. What have you noticed about what causes students to shift from a compliance-based learning experience to engaging in their own autonomous learning? How could you make this happen more regularly?

P-6

Standard Two: Plans Experiences to Support Learning

TEACHER INDICATOR:

Teacher develops learning experiences that engage students in collaborative and self-directed learning that extend student interaction with ideas and people locally and globally. (InTASC)

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

Teacher does not plan for collaborative or student-directed learning.

OBSERVABLE EVIDENCE

- Teacher does not plan for student-driven learning experiences.
- Teacher does not plan for learners to participate in collaborative learning experiences.
- Teacher does not plan to connect learners to resources outside of the classroom.
- Teacher does not plan for learners to use interactive technologies.

☐ APPROACHING STANDARD

Teacher plans for collaborative experiences focused on content-related ideas and issues.

OBSERVABLE EVIDENCE

- Teacher does not plan for student-driven learning experiences.
- Teacher plans experiences that will engage learners in collaborative learning experiences focused on the content area.
- Teacher plans to build learners' capacity for effective collaboration.
- Teacher plans experiences for learners to identify and connect with local and global people and resources relevant to an issue or question.
- Teacher plans opportunities for learners to use interactive technologies responsibly.

☐ EFFECTIVE

Teacher plans to facilitate experiences that engage learners in collaborative and self-directed learning, and extend learner interactions with ideas and people locally and globally.

OBSERVABLE EVIDENCE

- Teacher plans to facilitate collaborative and student-driven learning experiences.
- Teacher plans experiences that allow learners to explore problems or issues, design solutions, and communicate their findings.
- Teacher plans for learners' choice about topics and formats for major projects.
- Teacher plans experiences that will engage students in collaborative learning with their peers and with people outside of the classroom.
- Teacher plans to support learners in using interactive technologies and to assist them in identifying and connecting with local and global people and resources.

NOTES:

COACHING

☐ DISTINGUISHED

Additionally, teacher plans to collaborate with learners as they explore authentic ideas, problems, or issues and to support their search for local and global people and resources.

OBSERVABLE EVIDENCE

- Teacher plans for learners to independently identify a real-world issue or problem, carry out a design for a solution, and to communicate their work to an authentic audience.
- Teacher plans for learners to identify resources both locally and globally through responsible use of interactive technologies.

QUESTIONS

1. What is your vision for student-driven learning? What would need to change for this to be the norm in your classroom?
2. In your experience, what types of units have been most successful in creating project-based learning or student-driven learning?
3. How do you set up student choice in your lesson plans? What do you notice about students' engagement levels, particularly marginalized and struggling students, as a result of having choice as a part of the lesson?
4. How do your students understand collaboration? How do you explicitly teach peer collaboration?
5. In what ways do you support students to collaborate with each other across differences? (gender, racial, cultural, academic level, etc.) What strategies do you use to collaborate with people who are different from you? What would you need to prepare yourself to do that for your students as well as yourself?
6. What are some strategies that you currently use or could use to support students to connect with and learn from people outside of the classroom?
7. How do you currently incorporate interactive technology into your daily lessons?
8. What are some innovative ways that you could use interactive technologies in your lessons? What would you need to prepare yourself to do that?

EXTENDED QUESTIONS

1. What fears, if any, come up when you think about leading this kind of learning experience for students?
2. What would you need to do to prepare yourself for leading this level of an independent learning experience?
3. What outcome would you be looking for from yourself? From the students?
4. What would success look like for you? For the students?

Dimension Two

LEARNING COMMUNITY (LC)

STANDARD ONE: SAFE AND RESPECTFUL LEARNING COMMUNITY

Teacher collaborates with others to build an inclusive and engaging learning environment marked by respect, rigor, and responsibility.

STANDARD TWO: EFFECTIVE CLASSROOM MANAGEMENT

Teacher manages time, space, resources, and students' attention to support students and to advance their learning.

LC-1

Standard One: Safe and Respectful Learning Community

TEACHER INDICATOR:

Teacher models and nurtures a respectful and supportive learning environment marked by rigor and responsibility.

LEARNER INDICATOR:

Learners interact with the teacher and other learners in a positive, respectful manner and accept responsibility for quality work.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

TEACHER

Teacher interacts negatively with some learners and/or does not correct negative peer-to-peer interactions. Teacher discourages students from helping one another.

OBSERVABLE EVIDENCE

- Teacher does not interact positively with all learners.
- Teacher does not correct learners when they speak disrespectfully to her/him or to their peers.
- Teacher discourages learning-focused interaction among learners.
- Teacher discourages input and ideas from learners.
- Teacher does not communicate an expectation for quality work.

LEARNER

Learners demonstrate disrespect to their peers and/or to the teacher. Learners do not work well together. Learners do not produce quality work.

OBSERVABLE EVIDENCE

- Learners speak disrespectfully to their teacher and/or to their peers.
- Learners talk over or ignore their peers.
- Learners resist working in groups or do not cooperate during group work.
- Learners do not help peers who are struggling with the concept or task.

☐ APPROACHING STANDARD

TEACHER

Teacher interacts positively and communicates an expectation for respectful, supportive collaboration and high-quality work. Teacher reminds learners when necessary.

OBSERVABLE EVIDENCE

- Teacher articulates an expectation for respectful interactions, quality work, and personal responsibility.
- Teacher actively listens, demonstrates warmth toward learners, and occasionally offers general praise for learners' successes.
- Teacher accepts learners' thoughts and ideas, but does not encourage learners to share.
- Teacher permits learning-focused interactions among learners.
- Teacher articulates expectations for respectful discussions that include thoughtful listening, building on one another's ideas, and asking clarifying questions.

NOTES:

☐ APPROACHING STANDARD (CONT.)

LEARNER

Learners are respectful to each other and/or to the teacher most of the time. With reminders, learners work cooperatively and offer assistance to their peers. Learners produce some quality work.

OBSERVABLE EVIDENCE

- Learners generally speak respectfully to each other and to the teacher, but need periodic reminders.
- Learners speak when called on by the teacher and are quiet when others are speaking.
- Learners work well in groups with some reminders from the teacher about cooperation and respect.
- Learners assist peers with understanding of the concept or task when asked by the teacher.
- Learners produce some quality work.

☐ EFFECTIVE

TEACHER

Teacher models respectful, supportive interaction. Teacher facilitates the development of norms related to positive, supportive collaboration, as well as quality work.

OBSERVABLE EVIDENCE

- Teacher's interactions with learners are positive, warm, and encouraging, giving specific praise for learners' successes throughout the lesson.
- Teacher actively seeks ideas and thoughts from learners.
- Teacher provides structures for learners to support each other in their learning.
- Teacher guides the development of classroom norms and values related to respectful interactions, rigorous academic discussions (thoughtful listening, building on one another's ideas, asking clarifying questions), and personal and group responsibility for quality work.

LEARNER

Learners demonstrate respect for each other and for the teacher. They collaborate and support each other to produce quality work.

OBSERVABLE EVIDENCE

- Learners speak respectfully to each other and to the teacher. They demonstrate positive enforcement through praise, nodding of head, smiles, etc.
- During group work, learners are cooperative and work effectively to accomplish quality work.
- Learners work together to assure that all classmates have an understanding of the concept, tasks, and materials.
- Most learners produce quality work.

LC-1

Standard One (Cont.)

TEACHER INDICATOR:

Teacher models and nurtures a respectful and supportive learning environment marked by rigor and responsibility.

LEARNER INDICATOR:

Learners interact with the teacher and other learners in a positive, respectful manner and accept responsibility for quality work.

PERFORMANCE LEVELS

☐ DISTINGUISHED

TEACHER

Additionally, teacher encourages sharing of thoughts and ideas and individual responsibility for learning in the classroom and throughout the school.

OBSERVABLE EVIDENCE

- Teacher encourages learners to recognize their own successes, as well as the successes of their peers.
- Teacher guides learners in taking responsibility for their own learning through individualized goal setting and progress monitoring.
- Teacher provides structures and time for learners to share and discuss each other's ideas and thoughts about the concept or curriculum.
- Teacher facilitates the development of school-wide norms and values related to respectful interaction, rigorous discussions, and individual and group responsibility for quality work.

LEARNER

Additionally, learners openly share ideas and consider the ideas of others. Learners work together to assure that all classmates produce quality work.

OBSERVABLE EVIDENCE

- Learners openly share thoughts and ideas.
- Learners actively listen to each other during group work, ask for input from all members of the group, and equally consider all ideas and thoughts.
- Learners work together to ensure that all learners produce quality work.

COACHING

QUESTIONS

TEACHER

1. What is your approach to giving praise to students? How do you define student success?
2. Do your students perceive you as a safe academic partner in their learning? How do you know your students trust you?
3. What are your strategies for getting students to contribute ideas during the lesson?
4. What student discussion structures or protocols do you use to have class discussions? Small group discussions? How do you assure that all students get a chance to make meaning of the content through collaboration with their peers?
5. What has your experience been with setting classroom norms or agreements? In your mind, what are some of the differences between classroom agreements or norms and rules?
6. What do you notice about how your students have responded to the classroom norms or agreements? What kind of student interactions do you hope for as a result of using the classroom norms or agreements?

NOTES:

COACHING (CONT.)

QUESTIONS

LEARNER

1. What has your experience been with student collaboration? How do you prepare students to collaborate with each other?
2. What is your definition of respect? What are your students' definitions of respect? In what ways are they aligned and different?
3. What's your vision for quality and effective group work and student collaboration? If student collaboration is really working well, what would you see going on in the classroom?
4. What does quality group work look like to you?
5. What are some of the challenges you believe exist that prevent effective group work and student collaboration?
6. How do you prepare students to navigate the identity and cultural differences when working with each other?

EXTENDED QUESTIONS

TEACHER

1. How do you make clear to students your definition of success? How do you support students to identify success for themselves? How do you support students to be able to hear and identify success for their peers?
2. What has been your experience with student goal-setting meetings? How have you partnered with students to monitor progress toward those goals?
3. What is your vision for the best use of time in your class during a lesson? How much of the lesson is teacher talk time? How much time do students have during the lesson to construct their own meaning from the concepts or skills being taught?
4. What structures or protocols do you believe work best to have students share and discuss their ideas with each other in small groups? What structures and protocols do you believe work best to have students share and discuss their ideas as a whole class?
5. How do your class norms or agreements connect to the school-wide norms or agreements? How do the school-wide norms or agreements reflect your own personal values, if at all?
6. In what ways does the staff model the use of school-wide norms or agreements with each other as a way to support students to take up those same norms or agreements?

LEARNER

1. How do you support students to be able to share ideas openly?
2. How is failure viewed by your students? Is it viewed as an example of lack of ability or as an opportunity for growth? Can students critique each other's ideas and experienced that feedback as a healthy part of the collaboration process? How do you support students to validate each other's ideas?
3. What is your view on the difference between group work and a collection of individuals working together?
4. How do you foster a sense of collective identity and responsibility for your students?

LC-2

Standard One: Safe and Respectful Learning Community

TEACHER INDICATOR:

Teacher fosters exploration and appreciation of diverse cultures and communities.

LEARNER INDICATOR:

Learners demonstrate an interest in other cultures and communities.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

TEACHER

Teacher does not discuss cultural or community awareness nor integrate learners' experiences into lessons.

OBSERVABLE EVIDENCE

- No evidence of culturally responsive teaching is present in the classroom or throughout the lesson.
- No evidence of learners' culture, community, or background experience is represented in the classroom.
- Teacher discourages use of learners' home language.

LEARNER

Learners do not appear interested in others' backgrounds or experiences.

OBSERVABLE EVIDENCE

- Learners rarely share cultural items or experiences.
- Learners appear disinterested or respond negatively when others share cultural items, or experiences, or discuss their home or community life.

☐ APPROACHING STANDARD

TEACHER

Teacher integrates cultural and community awareness when applicable.

OBSERVABLE EVIDENCE

- Teacher assigns tasks that increase learners' awareness of other cultures; however, the focus is on cultural traditions (i.e., food, folklore, fun, and fashion).
- Teacher includes multiple perspectives in the presentation and discussion of content that include each learner's personal, family, and cultural experiences.
- Teacher allows learners to use their home language.

NOTES:

PERFORMANCE LEVELS (CONT.)

☐ APPROACHING STANDARD (CONT.)

LEARNER

Learners are respectful when others share their cultural experiences and backgrounds.

OBSERVABLE EVIDENCE

- Learners share cultural or community experiences when invited by the teacher.
- Learners listen respectfully as others share their cultural or community experiences.

☐ EFFECTIVE

TEACHER

Teacher intentionally integrates diverse cultural and community exploration into daily lessons and activities.

OBSERVABLE EVIDENCE

- Teacher connects concepts to learners' interests, background knowledge, and real-world applications.
- Teacher exhibits culturally responsive teaching by integrating learners' cultures into discussions (i.e., the history and current experiences of diverse groups), assignments (i.e., exploring family histories or sociocultural affiliations), resources and materials.
- Teacher designs learning experiences that facilitate learners' understanding of diverse cultures within and outside of the community.
- Teacher encourages learners' use of their home language.

LEARNER

Learners demonstrate an interest in other learners' cultures and backgrounds.

OBSERVABLE EVIDENCE

- Learners openly share cultural items or experiences.
- Learners encourage peers to discuss their culture or community.
- Learners may be heard asking others about their language.

LC-2

Standard One (Cont.)

TEACHER INDICATOR:

Teacher fosters exploration and appreciation of diverse cultures and communities.

LEARNER INDICATOR:

Learners demonstrate an interest in other cultures and communities.

PERFORMANCE LEVELS

☐ DISTINGUISHED

TEACHER

Additionally, teacher encourages learners' exploration of cultures and communities, both locally and globally.

OBSERVABLE EVIDENCE

- Teacher provides opportunities for learners to share and apply their cultural perspectives and experiences.
- Teacher fosters learners' independent exploration of diverse cultures and communities.

LEARNER

Additionally, learners make connections between learning concepts, cultures, communities, and experiences.

OBSERVABLE EVIDENCE

- Learners openly share connections between learning concepts and their own culture and experiences.

COACHING

QUESTIONS

TEACHER

1. What ways have been most successful for you in connecting the skill or concept being taught to the students' personal cultural background knowledge?
2. What types of questions do you typically ask to understand what a student already knows about the skill or concept being taught? To understand how the student is making meaning of the skill or concept being taught?
3. How do you utilize students' experiences as a primary vehicle for teaching skills or concepts?
4. What types of hands-on learning experiences do you offer students that help them to connect to, work in, and learn in their own community? What fears, if any, come up for you when you think about doing those kind of projects?
5. What's your vision for how to incorporate students' home languages into their school experience? What might be some of the challenges for you in creating opportunities for students to use their home languages in their learning?

NOTES:

COACHING (CONT.)

QUESTIONS

LEARNER

1. How do you share your own cultural identity with your students?
2. All learning is culturally bound; what are some cultural ways or metaphors that you use in your own learning?
3. How do you support students to identify or utilize their cultural experiences to make meaning of the skills and concepts being taught? How do you have students use each other's unique cultural lens as a way to simply understand the skill or concept or as a way to understand the skill or concept from a different perspective?

EXTENDED QUESTIONS

TEACHER

1. How have you thought about setting up independent learning opportunities for students? How do you help students to monitor their own growth through those opportunities?
2. How do you utilize students' own cultural metaphors to present content? What in the past has been challenging to you in doing this?

LEARNER

1. During a lesson, when do students get an opportunity to share a cultural experience or idea as it relates to the skill or concept being taught with their peers? With you as the teacher?
2. How do you utilize students' "cultural meaning making" as the vehicle or model for teaching the skill or concept?

LC-3

Standard Two: Effective Classroom Management

TEACHER INDICATOR:

Teacher collaborates with learners to create a clear set of learning environment norms and procedures and responds appropriately when necessary.

LEARNER INDICATOR:

Learners know and follow behavioral expectations and learning environment procedures.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

TEACHER

Teacher does not communicate rules and procedures and/or does not respond appropriately to misbehavior.

OBSERVABLE EVIDENCE

- Teacher ignores misbehavior or attempts to establish order with little or no success.
- Teacher's response to misbehavior is inconsistent from learner to learner.
- Teacher ignores disrespectful behavior and/or treats some learners with disrespect.
- Teacher publicly reprimands some learners.

LEARNER

Several learners do not behave appropriately and/or do not engage in the lesson or task.

OBSERVABLE EVIDENCE

- Several learners exhibit inappropriate behavior (talking, passing notes, wandering classroom, speaking disrespectfully to teacher and peers, etc.).
- Learners do not seem to know the routines and procedures.
- Several learners are passively disengaged from the lesson (sleeping, doodling, head on desk, etc.).
- Learners frequently interrupt the teacher during instruction.

☐ APPROACHING STANDARD

TEACHER

Teacher articulates rules and procedures and responds appropriately and consistently when learners misbehave.

OBSERVABLE EVIDENCE

- Teacher articulates behavioral expectations.
- Teacher reminds learners of routines and procedures and follows through.
- Teacher corrects misbehaviors in a quiet, private manner.
- Teacher's expectations for behavior are generally consistent from learner to learner.
- Teacher may ignore some inappropriate or passive disengagement from learners.
- Teacher has some difficulty with learners interrupting instruction.

NOTES:

PERFORMANCE LEVELS (CONT.)

LC-3

☐ APPROACHING STANDARD (CONT.)

LEARNER

Learners follow classroom procedures with frequent reminders from the teacher.

OBSERVABLE EVIDENCE

- Learners follow routines and procedures, but require frequent reminders by the teacher.
- Some learners disrupt the teacher's instruction.
- Learners who are passively disengaged or who are behaving inappropriately respond when reminded.

☐ EFFECTIVE

TEACHER

Teacher facilitates learners' development of behavioral norms and consistently and fairly follows through.

OBSERVABLE EVIDENCE

- Teacher collaborates with learners in establishing norms and expectations for behavior and quality work.
- Teacher reminds learners of routines and procedures prior to task, or learners habitually follow routines and procedures without reminders from teacher.
- Teacher treats learners in a warm and friendly manner, while still communicating and maintaining an expectation for high standards and mutual respect.
- Teacher gives specific praise, reinforcing good behaviors.
- Teacher effectively uses levels of intervention when correcting learner behavior (looking at learner or other visual cues, proximity, private reminder).
- Instruction is rarely disrupted by misbehavior. When a disruption occurs, teacher handles it quickly and respectfully, without interrupting the flow of instruction.
- Teacher is fair and consistent from learner to learner.

LEARNER

Learners collaborate to develop behavioral norms and follow routines and procedures.

OBSERVABLE EVIDENCE

- Learners collaborate to develop behavioral norms.
- Learners exhibit appropriate behavior most of the time.
- Learners follow routines and procedures with few reminders from the teacher.
- Learners rarely disrupt the flow of instruction.

LC-3

Standard Two (Cont.)

TEACHER INDICATOR:

Teacher collaborates with learners to create a clear set of learning environment norms and procedures and responds appropriately when necessary.

LEARNER INDICATOR:

Learners know and follow behavioral expectations and learning environment procedures.

PERFORMANCE LEVELS

☐ DISTINGUISHED

TEACHER

Additionally, teacher facilitates learner reflection on personal and class behaviors and holds all learners accountable to high expectations.

OBSERVABLE EVIDENCE

- Teacher provides opportunities for learners to reflect on their behavior, both personally and as a class.
- Teacher holds all learners accountable to high behavior expectations.

LEARNER

Additionally, learners reflect on their behavior.

OBSERVABLE EVIDENCE

- Learners reflect on their personal behavior and on the behavior and engagement of the class as a whole.

COACHING

QUESTIONS

TEACHER

1. What do you see as the differences between classroom/ community rules, norms, and agreements?
2. What do you believe are some of your challenges with student behavior in the classroom?
How do you typically manage student behavior?
3. What is your vision for establishing effective student learning behaviors in the classroom?
4. Of your colleagues, who do you believe is effective in creating a classroom climate where positive student learning behaviors are in action?
5. What are some student behaviors that frustrate you? Why do they frustrate you? How do you typically handle your frustration?
6. Share a time when you feel you completely mishandled a student behavior issue in the classroom?
7. What happens for you when a student disrupts instruction? How do you typically handle it? How might you handle it more effectively?
8. How do you believe a respectful and trustful student and teacher relationship is established?
9. What are some specific statements of praise for student behaviors that you have used in the past?
What have you noticed about their effectiveness?
10. How do you understand cultural differences between you and students? How might these influence student behavior? What do you notice from students when there are misinterpretations between you and the student?
11. How do you know that students consider you to be fair?

NOTES:

COACHING (CONT.)

LC-3

QUESTIONS

LEARNER

1. What do your students see as the differences between classroom/community rules, norms, and agreements?
2. What does “appropriate behavior” look and sound like in the classroom to you?
3. It seems really important to consider your understandings of “appropriate behavior” and how they are different from your students’ understandings. How do you find out your students’ definitions of “appropriate”?
4. How comfortable are you with students being “off task”? How comfortable are you with students using their native language with other students in class?
5. How comfortable are you with group work? How do you respond to students’ enthusiasm about working with each other? How often do you believe you respond to that enthusiasm from an assumption of students being off task?
6. What is your vision for effective student collaboration? What do you see happening? What would you hear?

EXTENDED QUESTIONS

TEACHER

1. How do you approach getting students to reflect on their behavior in the class?
2. How do you approach getting the class to reflect on the behavior of the class as a whole?
3. How do you set up structures to have students hold themselves accountable for their behavior vs. you holding them accountable for their behavior?
4. How do you model holding yourself accountable for your own behavior in the classroom?

LEARNER

1. How do you use your classroom/community norms or agreements? How do you have students reflect on them?
2. What does it look like to you when students are monitoring their own learning behaviors?
3. What does it look like when students are supporting their peers with student-centered learning behaviors?
4. How do you model your own effective learning behaviors for students? How do you distinguish the difference between learning behaviors that are supportive to you and learning behaviors that are supportive to students when they aren’t the same?

LC-4

Standard Two: Effective Classroom Management

TEACHER INDICATOR:

Teacher effectively manages time (transitions, instructional time), space, and resources.

LEARNER INDICATOR:

Learners make full use of instructional time, move safely throughout the room, and access materials with ease.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

TEACHER

Teacher does not manage instructional time. Learning environment is not organized in a safe or accessible manner.

OBSERVABLE EVIDENCE

- Teacher does not communicate expectations for smooth transitions.
- Teacher directs whole class movement from place to place.
- Teacher does not communicate an organized procedure for accessing materials.
- Instructional time is frequently lost due to chaotic transitions.
- Furniture arrangement does not allow for safe or smooth movement. Possible trip hazards are present.
- Resources and materials are not accessible to learners.
- Teacher does not intervene when learners are wasting instructional time.

LEARNER

Significant instructional time is lost through transitions or in accessing materials. Some safety hazards are present.

OBSERVABLE EVIDENCE

- Learners are disruptive and/or slow as they transition from one activity to another or from place to place.
- Learners spend too much time accessing materials.
- Learners bump into desks or other items, or risk tripping on chords as they move throughout the room.
- Learners waste significant instructional time.

☐ APPROACHING STANDARD

TEACHER

Teacher attempts to manage instructional time, but with mixed success. Learning environment is safe and resources accessible to most learners.

OBSERVABLE EVIDENCE

- Teacher communicates expectations for smooth transitions, but does not consistently follow through with learners who are slightly disruptive or slow to transition. Some instructional time is lost due to inefficient transitions.
- Teacher calls on small groups to transition from one place to another.
- Teacher has materials organized and easily accessible for most learners. Some learners may be disruptive or slow when accessing materials.
- Furniture is organized for safe movement and easy access for most learners. Trip hazards are eliminated.
- Teacher frequently reminds learners of the importance of using instructional time effectively.

NOTES:

PERFORMANCE LEVELS (CONT.)

☐ APPROACHING STANDARD (CONT.)

LEARNER

Transitions are somewhat slow resulting in some loss of instructional time. Learners are able to safely move around the room.

OBSERVABLE EVIDENCE

- As learners transition from one activity to another or from place to place, they are slightly disruptive or slow to transition.
- Learners appear to know how to access materials, but are slightly disruptive or slow in the process.
- Learners are able to move around the room without bumping into desks or other items, or risk tripping over chords or other hazards.
- Learners make good use of instructional time with periodic reminders from the teacher.

☐ EFFECTIVE

TEACHER

Transitions are smooth and materials are easily accessible to ALL learners. Little instructional time is lost.

OBSERVABLE EVIDENCE

- Teacher plans transitions in advance.
- Teacher communicates expectations for smooth transitions and follows through with all learners.
- Teacher directs small groups of learners to transition from place to place, communicates expectations for the transition, and consistently follows through.
- Materials are organized and easily accessible.
- Teacher communicates directions for accessing materials, monitors learners, and consistently follows through.
- Furniture is organized for safe movement and easy movement for ALL learners. No trip hazards are present.
- Teacher helps learners to plan for effective use of their time. Teacher periodically reminds learners to use their time effectively.

LEARNER

Learners transition quickly and make good use of instructional time. All learners have access to resources and materials.

OBSERVABLE EVIDENCE

- Learners transition quickly from one activity to another as directed by the teacher.
- Learners transition quickly, often in small groups, from one place to another, as directed by the teacher.
- Learners know how to gather materials and do so quickly.
- Learners are seated in a way that allows them to collaborate, while still moving about safely.
- Learning environment is organized so that all learners can access materials and resources.
- Learners make good use of their instructional time with very few reminders.

LC-4

Standard Two (Cont.)

TEACHER INDICATOR:

Teacher effectively manages time (transitions, instructional time), space, and resources.

LEARNER INDICATOR:

Learners make full use of instructional time, move safely throughout the room, and access materials with ease.

PERFORMANCE LEVELS

☐ DISTINGUISHED

TEACHER

Additionally, teacher facilitates learner reflection on transitions and use of instructional time. Teacher collaborates with learners regarding access of materials.

OBSERVABLE EVIDENCE

- Teacher facilitates frequent reflection on the effectiveness of transitions and use of instructional time, both personally and as a class.
- Teacher collaborates with learners to ensure access to all necessary materials, resources, and technology.

LEARNER

Additionally, learners independently make good use of instructional time and arrange learning environment to fit their needs. Learners work with the teacher to access needed materials.

OBSERVABLE EVIDENCE

- Learners independently transition from one activity to another or from place to place.
- Learners independently seek the materials they need to complete their tasks.
- Learners frequently reflect on the efficiency of their transitions.
- Learners arrange the furniture so it is conducive to the task.
- Learners discreetly remind their peers of the importance of smooth transitions and effective use of instructional time.

COACHING

QUESTIONS

TEACHER

1. In planning lessons, how do you take instructional activity transitions into account?
2. How do you know that your expectations are clear for each instructional activity? How do you check students' understanding about the processes for the instructional activities and transitions for each lesson?
3. How do you check students' understanding about the processes for accessing materials?
4. What processes do you use to monitor learners' progress through a lesson's activities? Are there ways that it could be improved?

NOTES:

COACHING (CONT.)

QUESTIONS

LEARNER

1. What is your vision of the effective use of instructional time? What are students doing? What is the teacher doing?
2. How many instructional activity transitions are there during a typical lesson?
3. What is the typical transition time from one instructional activity to another in your classroom? How long does it take for your students to get re-engaged in the new activity?
4. What do you notice about how your students access and utilize materials and resources in your class? Do they use them effectively? If so, how did you set up the routines to make the use effective? If not, why not?
5. What is your vision for how a collaborative classroom should look like? How are tables/desks and chairs set up? Where is the teacher position in the classroom?
6. What challenges do you find with small-group collaboration between students? How do you ensure students use time effectively?

EXTENDED QUESTIONS

TEACHER

1. What types of questions do you ask to have students reflect on their personal use of the instructional time?
2. How do you gather student experience and needs in order to ensure access to materials, resources, and technology in the classroom?
3. What challenges do you face in getting access to materials, resources, and technology to your most underserved students?
4. What strategies do you have for dealing with those challenges?

LEARNER

1. When have you been successful setting up independent learning for students during a lesson? What structures do they use to monitor their transitions from one learning activity to another?
2. How do you collect data about student perception and experience of the effectiveness of instructional time?
3. What challenges, if any, come up for you when you have students take responsibility for the physical space of the classroom environment so that it best suits their learning?

NOTES:

Dimension Three

INSTRUCTIONAL PRACTICE (IP)

STANDARD ONE: ASSESS TO GUIDE TEACHER'S AND LEARNERS' DECISION-MAKING

Teacher uses multiple methods of assessment to monitor progress and to guide teacher's and learners' decision-making.

STANDARD TWO: DIFFERENTIATION

Teacher understands and uses a variety of instructional strategies and make learning accessible to all learners.

STANDARD THREE: MASTERY OF CONTENT

Teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content. (InTASC)

STANDARD FOUR: APPLICATION OF CONTENT

Teacher encourages learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways. (InTASC)

IP-1

Standard One: Assess to Guide Teacher's and Learners' Decision-Making

TEACHER INDICATOR:

**Teacher frequently checks for understanding and adjusts instruction in real time.
Teacher uses assessment results to plan next steps.**

LEARNER INDICATOR:

Learners are confident that their teacher knows where they are in their understanding of the concept.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

TEACHER

Teacher does not check for understanding in a timely manner. Teacher does not adjust instruction to meet the needs of his/her students.

OBSERVABLE EVIDENCE

- Teacher does not check for understanding or uses ineffective monitoring techniques (i.e., asks the class as a whole if they understand or asks questions throughout the lesson, but allows volunteers to answer).
- Teacher does not allow learners to demonstrate their learning in more than one way.
- Teacher does not re-teach the concept when learners ask questions or appear confused.
- Teacher does not adjust the pace when learners seem confused or bored.
- Teacher does not re-teach the concept even when majority of learners perform poorly on tests or assignments.
- Teacher is very slow in returning corrected assignments or tests or does not return learners' work.
- Teacher is unavailable outside of class or limits their availability.

LEARNER

Learners rarely express their understanding of the concept. All learners work on the same assignment regardless of their level of understanding.

OBSERVABLE EVIDENCE

- Learners rarely express their understanding or lack of understanding of the concept.
- Individual learners volunteer to answer questions posed orally by the teacher.
- Learners respond minimally (shake heads, respond "Yes" or "No") when asked if they understand, but do not openly discuss any concerns or confusions.
- Learners have little opportunity to ask questions or to seek help during class.
- All learners are assigned the same task.
- All learners, regardless of understanding, proceed to the next concept or assignment.
- Learners seek help from the teacher outside of class, but are not provided with the necessary assistance.

☐ APPROACHING STANDARD

TEACHER

Teacher periodically checks for understanding, but with the class as a whole. Teacher modifies the task for some learners.

OBSERVABLE EVIDENCE

- Teacher periodically checks for understanding, but typically with the class as a whole, only occasionally with individual learners.
- Teacher offers further instruction and clarification after several learners seem unsure or confused, but does not meet the needs of all learners.
- Teacher offers learners a limited choice of ways to demonstrate their understanding.
- Teacher attempts to adjust the pace of the lesson based on feedback, but moves too quickly for some learners or too slowly for others.
- Teacher attempts to re-teach, but may have only one explanation or may cause boredom for those who already understand.
- Teacher uses assignments to determine deficiencies, but may not re-teach areas of need prior to moving to the next concept.
- Teacher returns corrected assignments or tests but not always in a timely manner.
- Teacher is available outside of class to help learners who are struggling (before school, after school, during lunch, etc.).

NOTES:

PERFORMANCE LEVELS (CONT.)

☐ APPROACHING STANDARD (CONT.)

LEARNER

Learners occasionally express their understanding when directed by the teacher. Some learners receive modified assignments.

OBSERVABLE EVIDENCE

- When questioned by the teacher, learners ask questions or discuss their lack of understanding.
- During instruction, all learners demonstrate their understanding in the same way.
- Learners advance to the next assignment (regardless of their understanding of the previous concepts) with the exception of learners with IEPs, 504s, IFSPs, or other legal requirements.
- Learners seek help outside of class, with mixed results.

☐ EFFECTIVE

TEACHER

Teacher frequently checks for understanding in a variety of ways and modifies instruction in real time for individuals or groups of learners.

OBSERVABLE EVIDENCE

- Teacher frequently uses a variety of individual response methods to check each learner's understanding.
- Teacher encourages learners to ask questions or express their lack of understanding.
- Teacher allows learners to demonstrate their understanding in a variety of ways.
- Based on learner feedback, teacher makes adjustments to instruction in real time.
- Based on learner feedback, teacher determines to re-teach the concept to the whole class, to a small group of learners, or to individuals when necessary until all learners master concept.
- Teacher is aware of learners' body language during the lesson (fidgety, heads on desks, droopy eyelids), adjusts the pace (faster or slower) and/or adds additional engagement strategies to keep learners interested.
- Teacher uses daily assessment results to plan the following day's lesson or concept.
- Teacher returns assignments or tests quickly, thus allowing learners to seek understanding on missed concepts without getting behind.
- Teacher offers help sessions outside of class, assuring learner readiness for upcoming lessons and concepts (pre-teaching for some, reviewing for others).

LEARNER

Learners frequently demonstrate their understanding and seek help when needed. All learners receive instruction and assignments appropriate to their levels of understanding.

OBSERVABLE EVIDENCE

- Learners have frequent opportunities to demonstrate their individual understanding of the concept, as directed by the teacher.
- Learners freely ask questions or share with the teacher their lack of understanding of the instruction or concept.
- Learners meet with the teacher individually or as small groups to receive further instruction to clarify their understanding.
- Learners complete a daily assessment (i.e., short assignment, quiz, exit card) to demonstrate their understanding of the day's concept.
- Some learners work on different goals or assignments, receive additional instruction, or have alternative ways of demonstrating their understanding.
- Learners attend help sessions offered by the teacher outside of class, gaining a better understanding each time they attend.

IP-1

Standard One (Cont.)

TEACHER INDICATOR:

Teacher frequently checks for understanding and adjusts instruction in real time.
Teacher uses assessment results to plan next steps.

LEARNER INDICATOR:

Learners are confident that their teacher knows where they are in their understanding of the concept.

PERFORMANCE LEVELS

□ DISTINGUISHED

TEACHER

Additionally, teacher facilitates conversations that allow learners to seek help from their peers.

OBSERVABLE EVIDENCE

- Teacher pauses during the lesson to allow learners to ask questions of their peers and to seek alternative strategies. Teacher actively proctors conversations to guide further discussion.

LEARNER

Learners converse with their peers, seeking clarification as well as alternative strategies and solutions.

OBSERVABLE EVIDENCE

- Teacher pauses during the lesson to allow learners to ask questions of their peers and to seek alternative strategies. Teacher actively proctors conversations to guide further discussion.

COACHING

QUESTIONS

TEACHER

- What has been your experience with formative assessment? What types of formative assessments do you find most useful?
- How do you utilize the information gathered with different types of formative assessments? How do you respond when the formative assessment data show a small group of students that don't understand the concept or skill being taught? A large group of students?
- What are some of the challenges you have experienced with adjusting your instruction based on formative assessment data?
- How do you use assessment data to plan the next day's lesson? What are some of the challenges you have experienced with keeping pace with the unit/curriculum when it is clear students don't understand the day's lesson?
- It seems really important to pay attention to students' body language during a lesson. How do you know the differences between student engagement and disengagement? What are your "go to" strategies for re-engaging students?
- How quickly can students expect graded work returned to them? How do you support them to use their tests and assignments as tools to further their learning?
- What are the ways that students can connect with you to supplement, accelerate, and further their learning outside of school?

NOTES:

COACHING (CONT.)

QUESTIONS

LEARNER

1. How do you know students understand the concepts and skills being taught?
2. How frequent do you check for student understanding during a lesson? What do you do when students are confused or off track?
3. What are your feelings about asking questions when you don't understand a concept or skill? How often do you do so at a staff or grade-level/department meeting?
4. What have you learned about how your students view failure? How do you view failure?
5. What do you usually do to prepare yourself for multiple types of formative assessments during a lesson? How do you typically measure a student's understanding at the end of the lesson?
6. What challenges have you found in supporting students to identify different learning goals and pathways to their learning?
7. How have you developed multiple ways of demonstrating understanding for students? Who in your school does this well? What structures allow you to learn from this person?
8. What is your theory of action for accelerating students' learning who are behind? (A theory of action is an "If/Then" statement.) What is the best way to catch them up?

EXTENDED QUESTIONS

TEACHER

1. When have you been most successful in having students support each other's learning? What types of questions do they ask of each other most often? What types of questions do you wish they would ask of each other?

LEARNER

1. What structures work best for students to support each other in their learning? How do you set up those structures for students?

IP-2

Standard One: Assess to Guide Teacher’s and Learners’ Decision-Making

TEACHER INDICATOR:

Teacher engages learners in assessing their progress and in understanding and identifying quality work.

LEARNER INDICATOR:

Learners understand how assignments are assessed and have a clear definition of quality work.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

TEACHER

Teacher does not inform learners of the assessment criteria for tasks or assignments.

OBSERVABLE EVIDENCE

- Teacher does not inform learners of how assignments will be assessed.
- Teacher does not provide rubrics of scoring guides, or samples of quality work.
- Teacher does not communicate expectations for high quality work.

LEARNER

Learners do not understand how assignments are assessed and/or how to improve their work.

OBSERVABLE EVIDENCE

- Learners do not understand how assignments will be assessed.
- Learners do not see examples of high quality work.
- Learners do not understand their score on assignments and/or how to improve their work.

☐ APPROACHING STANDARD

TEACHER

Teacher provides learners with the assessment criteria, but does not help them understand how to use the criteria to create quality work.

OBSERVABLE EVIDENCE

- Teacher provides rubrics or scoring guides, but does not instruct learners in how to use them to guide their work.
- Teacher articulates a general expectation for quality work.

NOTES:

PERFORMANCE LEVELS (CONT.)

☐ APPROACHING STANDARD (CONT.)

LEARNER

Learners have some understanding of the criteria that will be used to assess their work.

OBSERVABLE EVIDENCE

- Learners examine rubrics or scoring criteria before they begin their assignments.
- Learners do not see examples of quality work.
- Learners have some understanding of their scores on assignments and how they might revise their work.

☐ EFFECTIVE

TEACHER

Teacher provides a clear understanding of assessment criteria and helps learners to develop quality work based on that criterion.

OBSERVABLE EVIDENCE

- Teacher provides learners with rubrics, as well as anchor sets (samples of learner work at each level of a rubric) that help to define quality work.
- Teacher guides learners in the examination of the rubric and anchor sets and how to use them to create quality work.
- Teacher clearly articulates an expectation for and a definition of quality work.

LEARNER

Learners have a clear definition of quality work and understand the criteria that will be used to assess their work.

OBSERVABLE EVIDENCE

- Learners carefully examine rubrics and anchor sets (samples of learner work at each level of a rubric) before they begin their task.
- Learners openly discuss the grading criteria with the teacher and with each other.
- Throughout the learning task, learners compare their work to the rubrics and anchor sets, and then make necessary improvements.

IP-2

Standard One (Cont.)

TEACHER INDICATOR:

Teacher engages learners in assessing their progress and in understanding and identifying quality work.

LEARNER INDICATOR:

Learners understand how assignments are assessed and have a clear definition of quality work.

PERFORMANCE LEVELS

□ DISTINGUISHED

TEACHER

Additionally, teacher facilitates learner development of assessment criteria and helps them to define quality work.

OBSERVABLE EVIDENCE

- Teacher guides learners in the creation of rubrics or scoring guides. Teacher provides work samples for learners to score according to the rubric.
- Teacher provides time for learners to assess each other's work and to offer feedback using the rubrics and anchor sets (samples of learner work at each level of a rubric) as guides.

LEARNER

Additionally, learners determine the assessment criteria and create a definition of quality work.

OBSERVABLE EVIDENCE

- Learners create rubrics or scoring guides to direct them toward high quality work.
- Learners examine samples of high quality work to guide them in their progress.
- Learners examine work samples, compare them to the rubric, and determine their score.
- Learners score each other's work using the rubric and anchor sets to guide their decisions.

COACHING

QUESTIONS

TEACHER

1. Share an experience that you have had where you have been successful in clarifying the expectations for students on an assignment or assessment.
2. Share an experience that you have had where you have been unsuccessful in clarifying the expectations for students on an assignment or assessment. What did you learn from that experience?
3. What are some of your most successful rubrics? What makes them successful?

NOTES:

COACHING (CONT.)

QUESTIONS

LEARNER

1. In what ways do you support learners to understand the grading criteria of any assignment or assessment? How do they know what success looks like?
2. What is your measure of a successful grading rubric? How do you support students to access any rubric?
3. How difficult are your assignments or assessments? How long does it take for you to complete your own assessment(s)?
4. What are some examples or models of success for any assignment or assessment that you present students?
5. It seems important for students to be able to contribute to the development of any grading tool or criteria, especially if they are the ones completing and learning from the assignment. What has been your experience in having students create or co-create grading tools or criteria?

EXTENDED QUESTIONS

TEACHER

1. How often do you use your own work as a model or sample for students to create the grading criteria or rubric?
2. What challenges have you faced in creating sample or model work for students to use to guide their learning?

LEARNER

1. When have you had students create the learning criteria or rubric for an assignment or assessment? What have you noticed in your experience? If you haven't had students create the grading criteria or rubric, why not? What fears do you have about students creating their own grading criteria or rubric?
2. What does high quality student work look like to you? How do you utilize high-quality work or examples to guide students' learning?
3. What have been the best structures for students to score or grade each other's work? How do you set up in-class student relationships so that there is mutual trust, and thus the ability for students to share their struggles with any assignment or assessment?

IP-3

Standard One: Assess to Guide Teacher’s and Learners’ Decision-Making

TEACHER INDICATOR:

Teacher provides learners with timely and descriptive feedback to guide their progress.

LEARNER INDICATOR:

Learners have a clear understanding of what they need to do to improve their assignments or tests. Learners modify or revise their work based on descriptive feedback.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD		☐ APPROACHING STANDARD
TEACHER	LEARNER	TEACHER
Teacher does not provide descriptive feedback and/or allow learners to revise their work.	Learners do not have an understanding of how they can improve their work and do not make revisions.	Teacher provides some feedback, but not descriptive enough to guide learners’ progress. Teacher allows learners to revise their work.
OBSERVABLE EVIDENCE	OBSERVABLE EVIDENCE	OBSERVABLE EVIDENCE
<ul style="list-style-type: none">Teacher does not return corrected assignments or tests, or returns work with only a final score and/or general comment.Teacher does not allow learners to modify or revise assignments or tests.	<ul style="list-style-type: none">Learners spend little time examining their corrected assignments or tests.Learners do not modify their work.	<ul style="list-style-type: none">Teacher writes some descriptive feedback, but not enough to guide students in their learning.Teacher allows learners to revise their answers, but does not require enough detail to assure understanding.Teacher seeks ways to employ technology to support assessment practice.

NOTES:

PERFORMANCE LEVELS (CONT.)

☐ APPROACHING STANDARD (CONT.)

LEARNER

Most learners do not understand how to improve their work. Some learners make revisions.

OBSERVABLE EVIDENCE

- Some learners read comments written on their corrected assignments, but do not understand how to improve their work.
- Some learners revise their work on corrected assignments or tests.

☐ EFFECTIVE

TEACHER

Teacher provides detailed feedback, facilitates learner reflection on tasks, and allows learners to revise their work.

OBSERVABLE EVIDENCE

- Teacher provides detailed feedback on assignments and tests to guide learners in their understanding of concepts.
- Teacher guides learners in analyzing their corrected assignments and tests, helping them to determine their areas of strength and need.
- Teacher provides opportunities for learners to understand missed concepts, and to revise their work to reflect their new learning.
- Teacher seeks ways to employ technology to support assessment practice, to engage learners more fully, and to assess and address learner needs.

LEARNER

Learners examine feedback, seek help in understanding areas of need and revise work to reflect new understandings.

OBSERVABLE EVIDENCE

- Learners compare their corrected work to the rubric and to the anchor sets (samples of learner work at each level of a rubric) and make revisions accordingly.
- Learners analyze corrected assignments and tests to determine their strengths and areas of need.
- Learners seek help from the teacher, peers, and other resources to increase their understanding in areas of need.
- Learners revise previous work to reflect new understanding, explaining, and justifying their new responses.

IP-3

Standard One (Cont.)

TEACHER INDICATOR:

Teacher provides learners with timely and descriptive feedback to guide their progress.

LEARNER INDICATOR:

Learners have a clear understanding of what they need to do to improve their assignments or tests. Learners modify or revise their work based on descriptive feedback.

PERFORMANCE LEVELS

□ DISTINGUISHED

TEACHER

Additionally, teacher facilitates peer review of learner work, guiding them to provide descriptive and constructive feedback.

OBSERVABLE EVIDENCE

- Teacher allows learners to examine each other’s work, giving feedback and suggestions to help their peers to understand the concept.

LEARNER

Additionally, learners collaborate with peers to improve their work and to further their understanding.

OBSERVABLE EVIDENCE

- Learners discuss their work with peers, seeking feedback to improve their work or to further their understanding.

COACHING

QUESTIONS

TEACHER

1. What has been challenging to you in giving detailed feedback to students?
2. What types of feedback best support students to identify their learning needs?
3. Do students trust you enough to be open to receive feedback about their academic challenges? Do they hear feedback from you as a form of support or do they only hear the criticism?
4. What in your experience is the best way to support students to understand missed concepts and revise their work?
5. What is your vision for fully integrating technology into a lesson? How are you using technology in your vision? How are students using it?

NOTES:

COACHING (CONT.)

IP-3

QUESTIONS

LEARNER

1. What would success look like for you if students were able to use your feedback to understand the concepts and skills of this lesson?
2. What has your experience been with giving your students feedback about their successes and challenges?
3. What do you notice about their responses to challenging feedback?
4. What types of feedback have you found successful in supporting a student to understand a concept or skill?
5. What, if anything, has been challenging for you about giving specific feedback to students in the past?
6. Carol Dweck's research suggests that feedback about student process or progress will support the student to practice and improve, as opposed to feedback about product. Where do you think you provided this kind of feedback? Where might you provide more specific feedback in the future?

EXTENDED QUESTIONS

TEACHER

1. What support do you provide students to help them learn how to give their peers productive feedback?
2. What types of peer feedback are not helpful to students? What have you done in the past to transform that type of feedback to achieve a more productive outcome?

LEARNER

1. What makes you think that the peer feedback structure and process you had the students using today will result in students better understanding their own misconceptions about the concept or skill you were teaching?

IP-4

Standard Two: Differentiation

TEACHER INDICATOR:

Teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for groups’ and individual’s learning needs.

LEARNER INDICATOR:

Learners report feeling included and supported as they overcome their unique learning challenges.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

TEACHER

Teacher does not modify or adapt to meet the needs of learners. Teacher is not available to assist learners who are struggling.

OBSERVABLE EVIDENCE

- Teacher does not appear to notice that learners are restless, confused, or bored, therefore does not adjust the pace of instruction.
- Teacher does not attempt to make modifications in learning goals, pacing, instruction, tasks, assessments, or response modes to meet learners’ needs.

LEARNER

Learners do not feel support in overcoming their learning challenges.

OBSERVABLE EVIDENCE

- Learners do not express the feeling of being supported in their learning.
- The learning objective and the task are the same for all learners.
- Some learners do not understand the concept or assignment and do not know where to receive additional help.
- Some learners understand the concept prior to the instruction, but are required to complete the same assignment as the other learners.

☐ APPROACHING STANDARD

TEACHER

Teacher modifies instruction and materials to meet the needs of some learners.

OBSERVABLE EVIDENCE

- Teacher recognizes signs of boredom or confusion and attempts to adjust pace with mixed success.
- Teacher seeks input from the class as a whole regarding their understanding.
- Teacher differentiates instruction, materials, assignments, and assessments for learners who have IEPs, IFSPs, 504s, or other legal requirements.
- Teacher may meet with learners in small groups, but does not modify the learning goal, instruction, or task for the needs of the learners.
- Teacher makes himself/herself available to answer questions.

NOTES:

PERFORMANCE LEVELS (CONT.)

☐ APPROACHING STANDARD (CONT.)

LEARNER

Some learners feel support in overcoming their learning challenges, but still feel lost or confused.

OBSERVABLE EVIDENCE

- Some learners report feeling supported in their learning.
- Learners with IEPs, IFSPs, or 504 plans have modified tasks or assignments, but may still report feeling lost or confused.
- Learners ask the teacher or other learners for help in understanding the concept or task.
- Learners meet in small groups, but the learning goals or tasks are similar or identical to other small groups.

☐ EFFECTIVE

TEACHER

Teacher modifies instruction and materials to meet the needs of all learners.

OBSERVABLE EVIDENCE

- Teacher recognizes signs of boredom or confusion and adjusts pacing and instruction accordingly.
- Teacher provides culturally relevant instruction to help all learners access the curriculum.
- Teacher challenges each learner by adapting, scaffolding, enriching, and accelerating instruction.
- Teacher may use flexible grouping and assign differentiated learning goals and tasks within each group.
- Teacher provides modified assessments or provides multiple ways for learners to demonstrate their understanding.
- Teacher assigns peer tutors for learners who may need additional help in understanding the concept or task.
- Teacher brings learners together who need clarification or additional help.

LEARNER

All learners feel included and supported in overcoming their unique learning challenges.

OBSERVABLE EVIDENCE

- Most learners report feeling supported in their learning.
- Learners work on goals and tasks that are appropriate for their individual goals or levels of understanding.
- Learners may use a variety of modes to respond to questions or to complete tasks (i.e., some learners might give the answers to an assignment orally rather than written).
- Some learners work with pre-assigned peer tutors to receive additional support.
- Learners meet in small groups for additional instruction to meet their unique learning needs.

IP-4

Standard Two (Cont.)

TEACHER INDICATOR:

Teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for groups’ and individual’s learning needs.

LEARNER INDICATOR:

Learners report feeling included and supported as they overcome their unique learning challenges.

PERFORMANCE LEVELS

□ DISTINGUISHED

TEACHER

Additionally, teacher collaborates with learners to determine appropriate learning goals and experiences.

OBSERVABLE EVIDENCE

- Teacher collaborates with individual learners to determine appropriate learning goals and to provide support and resources to assist learners in accomplishing those goals.

LEARNER

Additionally, learners voice their learning needs and seek resources and support to accomplish their goals.

OBSERVABLE EVIDENCE

- Learners collaborate with the teacher regarding their learning needs and to seek resources and support in accomplishing their individual learning goals.

COACHING

QUESTIONS

TEACHER

- When do you know that students are disengaged in your class?
- What do you do when students are disengaged or confused?
- Which of your colleagues effectively engages students? What makes their class so engaging?
- What does scaffolding instruction mean to you? What does accelerating instruction mean to you?
- What are some of the challenges you face in scaffolding and/or accelerating instruction for your struggling students?
- How do you feel about ability grouping in your class? How do your students feel about it?
- What level of trust do you have with your most struggling students? Do struggling students see your explanation of why they need further intervention as a sign of support, or do they feel put down for being identified as struggling in your class?
- In what ways do students help their struggling peers? How have you set up ways for students to tutor students?
- What are some of the most innovative ways that you have students show their learning and understanding?

NOTES:

COACHING (CONT.)

QUESTIONS

LEARNER

1. What is your vision for how to make sure students feel supported in your class?
2. What do students say about feeling supported in their learning in your class?
3. What has been your experience with students setting their own learning goals? How do you support them to identify appropriate goals that help students reach grade-level learning standards?
4. What matters to you most in the use of assessments?
5. In what ways do you design your assessments for different modes of learning?
6. What success have you seen when students support students in their learning?
7. When your lesson is going really well, what do you see going on? How do you structure your time? How much time is used for large group instruction? How much time is used for small group instruction?

EXTENDED QUESTIONS

TEACHER

1. It seems important to set up individual conferences with students to identify learning gaps and set learning goals. How often do you do this? What are some of the challenges in setting up and running these types of student conferences?
2. What are the types of goals that you set with students? What are the types of support that you put in place to aid students in reaching their goals?

LEARNER

1. Do students routinely come to you to ask for support and resources to accomplish their learning goals? What are the types of questions that students ask?
2. In your experience, what types of support are most helpful to students in reaching their learning goals?

IP-5

Standard Two: Differentiation

TEACHER INDICATOR:

Teacher incorporates tools of language development into instruction, including strategies for making content accessible to English language learners.

LEARNER INDICATOR:

Learners advance in their English proficiency and in their understanding of content.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

TEACHER

Teacher makes minimal effort to provide language learners with adaptations or modifications to support their learning in the content areas or to support language proficiency.

OBSERVABLE EVIDENCE

- Teacher does not post a language objective.
- Teacher does not know the language proficiency levels of his/her students and/or does not provide appropriate instruction, materials, or tasks for proficiency levels.
- Teacher does not teach forms or functions of language.
- Instruction and materials are in English. Teacher discourages learners from using their native language.

Functions: Functions are the purposes of communication. This includes social conversations, jokes, and inquiry.

Forms: This refers to the structure of the English language such as grammar, sentence structure, and syntax. These are used as building blocks.

LEARNER

English language learners struggle to advance in their English proficiency and in their understanding of content.

OBSERVABLE EVIDENCE

- Language learners struggle to understand the concept or task.
- Learners speak only in English.
- If assigned, language learners work in isolation on language acquisition tasks.

☐ APPROACHING STANDARD

TEACHER

Teacher modifies some instruction and materials for language learners, but does not provide adequate support to move them to the next level of language proficiency.

OBSERVABLE EVIDENCE

- Teacher posts language objective (in addition to content objective) and communicates it to learners.
- Teacher provides some modification of instruction, tasks, and materials (in native language) to support language learners' understanding in the content areas.
- Teacher introduces forms and functions of language if the opportunity arises, but does not provide enough support to move learners to the next level of language proficiency.
- Teacher allows learners to use their native language.

Functions: Functions are the purposes of communication. This includes social conversations, jokes, and inquiry.

Forms: This refers to the structure of the English language such as grammar, sentence structure, and syntax. These are used as building blocks.

NOTES:

PERFORMANCE LEVELS (CONT.)

☐ APPROACHING STANDARD (CONT.)

LEARNER

English language learners may advance in their understanding of content, but struggle to advance in their language proficiency.

OBSERVABLE EVIDENCE

- Language learners use some modified materials and resources to assist them in their understanding of the content.
- Language learners spend a moderate amount of time learning forms and functions of English.

☐ EFFECTIVE

TEACHER

Teacher makes content accessible to all learners and aligns instruction to learners' language proficiency levels, while challenging and supporting them to the next level.

OBSERVABLE EVIDENCE

- Teacher posts language objective.
- Teacher provides opportunities for learners to practice (role-play, collaboration, think-alouds, sentence stems, etc.) language skills.
- Teacher aligns instruction to learners' language proficiency levels, while challenging and supporting them to the next level.
- Teacher shelters instruction (through modification of materials and tasks, cooperative learning, buddy system, visuals and graphics, etc.) to make content more accessible to language learners.
- Teacher encourages use of learners' native language to clarify and enhance understanding (i.e., allowing learners to complete assignments in native language then translate their work into English).
- Teacher explicitly teaches language functions and forms relative to content and learners' language proficiency levels.

Functions: Functions are the purposes of communication. This includes social conversations, jokes, and inquiry.

Forms: This refers to the structure of the English language such as grammar, sentence structure, and syntax. These are used as building blocks.

LEARNER

English language learners advance in their language proficiency and in their understanding of content.

OBSERVABLE EVIDENCE

- English language learners may speak or write in their native language first, then translate their work into English.
- Learners use visual or graphic organizers to communicate their learning.
- Learners work with a partner or small group on tasks.
- Language learners may have a partner who helps them with understanding or communicating their learning.
- Language learners work on language acquisition assignments and tasks.

IP-5

Standard Two (Cont.)

TEACHER INDICATOR:

Teacher incorporates tools of language development into instruction, including strategies for making content accessible to English language learners.

LEARNER INDICATOR:

Learners advance in their English proficiency and in their understanding of content.

PERFORMANCE LEVELS

□ DISTINGUISHED

TEACHER

Additionally, teacher collaborates with language learners to support their language proficiency needs, as well as their understanding in the content areas.

OBSERVABLE EVIDENCE

- Teacher collaborates with language learners to build a common understanding of their language learning experiences and needs.
- Teacher uses the learner's native language to enhance understanding.
- Teacher provides opportunities for learners to apply functions and forms beyond the day's lesson or activity.

Functions: Functions are the purposes of communication. This includes social conversations, jokes, and inquiry.

Forms: This refers to the structure of the English language such as grammar, sentence structure, and syntax. These are used as building blocks.

LEARNER

Additionally, English language learners collaborate with the teacher regarding their language acquisition needs.

OBSERVABLE EVIDENCE

- Learners collaborate with the teacher regarding their language acquisition needs and approaches that will be effective for them as individuals.

COACHING

QUESTIONS

TEACHER

1. What data do you typically gather to measure students' language proficiency levels? How do you use that data to guide your instruction? What are some specific language objectives that you have named for students in the past?
2. What are your favorite ways to support students to practice and develop language skills?
3. What are some of the challenges you face in supporting a variety of student language levels to reach grade-level content and skills?
4. What are some of the most useful strategies for helping students reach grade-level content and skills, particularly for those students whose language skills are not at grade-level?
5. How comfortable are students in using their native language in your class? What strategies do you have for when students don't understand a concept or skill because of language barriers? How do you know when it is a language barrier or simply a new/challenging concept?

NOTES:

COACHING (CONT.)

QUESTIONS

LEARNER

1. How comfortable are you with students speaking languages other than English in your classroom?
2. What other languages do you speak? Have you shared your experience of learning another language with the students who are learning English in your class?
3. What are the ways you support students who don't speak English to access your instruction and curriculum? How do you use visual or graphic organizers to support their needs?
4. What can you learn from your colleagues who also teach English learners?
5. How do you group and partner English learners to support their needs? What do you notice about their learning when you do so?
6. What is most challenging about reaching and supporting English learners in your classroom?
7. When do you know English learners are working on grade-level content or skills, and when they are working on English acquisition? What types of assignments have you created that support them to do both at the same time?

EXTENDED QUESTIONS

TEACHER

1. It seems important to have students' native language spoken during class at times to support their access and understanding. How do you provide that access?
2. Do you speak another language? What has been your experience learning another language?
3. What are the types of assignments that you give students to practice language development and English acquisition outside of class?

LEARNER

1. What assessments do you use to measure English learners' progress in the acquisition of English?
2. What goals do you set with English learners in the acquisition of English?
3. What are some of your English learners' unique needs? How do you support those needs?

IP-6

Standard Three: Mastery of Content

TEACHER INDICATOR:

Teacher stimulates learner reflection on prior knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences and real-life applications.

LEARNER INDICATOR:

Learners understand the objective, how it is connected to other concepts and experiences, and its real-life application.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

TEACHER

Teacher does not communicate the learning objective and/or link new concepts to prior knowledge.

OBSERVABLE EVIDENCE

- Learning objective is not aligned with the state curriculum or objective and/or is written in the form of an activity, rather than student learning.
- Teacher does not communicate the learning objective.
- Teacher does not make connections between the new concept, prior knowledge or experiences, or its real-life application.

LEARNER

Learners cannot articulate the learning objective, and/or its connection to prior knowledge.

OBSERVABLE EVIDENCE

- Learners may be able to describe the activity they are doing; however, they cannot articulate the learning objective, and/or how it is connected to previous learning.

☐ APPROACHING STANDARD

TEACHER

Teacher communicates the learning objective, but connection to prior learning is unclear.

OBSERVABLE EVIDENCE

- Teacher posts the learning objective, written in learner-friendly language, and communicates it orally to learners.
- Teacher does not refer to the objective throughout the lesson, nor return to the objective at the end to reflect on learning.
- Teacher may or may not make connections between new concepts and familiar concepts. If done, connections may be unclear or confusing to learners.

NOTES:

PERFORMANCE LEVELS (CONT.)

☐ APPROACHING STANDARD (CONT.)

LEARNER

Learners can articulate the learning objective, but are unclear about the connection to prior knowledge and experiences.

OBSERVABLE EVIDENCE

- Learners know where the learning objective is posted and can read it when asked; however, they may be confused about how the current task relates to the objective.
- Learners seem confused or unclear about the new learning concept and how it is connected to prior learning or real-life situations.

☐ EFFECTIVE

TEACHER

Teacher discusses learning objective and stimulates learner reflection on connections between new concepts and prior learning.

OBSERVABLE EVIDENCE

- Learning objective is aligned with state/district curriculum standards.
- Teacher posts the learning objective (written in student-friendly language), communicates it orally, and discusses its meaning with the class.
- Teacher stimulates learner reflection on connections between prior knowledge, experiences, and new ideas and concepts.
- Teacher frequently refers back to the learning objective, connecting the objective to the current task.

LEARNER

Learners can articulate the learning objective and make connections between the new learning and prior knowledge.

OBSERVABLE EVIDENCE

- Learners can articulate the learning objective and verbalize how the learning task relates to the objective.
- Learners verbalize how the learning objective is connected to prior learning and other content areas.

IP-6

Standard Three (Cont.)

TEACHER INDICATOR:

Teacher stimulates learner reflection on prior knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences and real-life applications.

LEARNER INDICATOR:

Learners understand the objective, how it is connected to other concepts and experiences, and its real-life application.

PERFORMANCE LEVELS

□ DISTINGUISHED

TEACHER

Additionally, teacher collaborates with learners to make connections between new concepts and real-world issues and applications and to identify personal learning goals.

OBSERVABLE EVIDENCE

- Teacher facilitates learner independence in examining new concepts in relationship to their prior knowledge and in making connections to real-world issues and applications.
- Teacher collaborates with learners in identifying personalized learning objectives to reach long-term goals.

LEARNER

Additionally, learners make connections between new concepts and real-world issues, and identify personal learning goals along the learning progression.

OBSERVABLE EVIDENCE

- Learners openly share their connections between the learning objective and real-world application or issues.
- Learners collaborate with the teacher to develop personalized learning targets.

COACHING

QUESTIONS

TEACHER

1. How do you communicate the learning objective to students for each lesson?
2. What is an outcome you would be looking for in communicating the learning objective to students? How would you know that you reached that outcome?
3. What types of questions or activities do you use to get students to think about their prior knowledge on a specific skill or content piece?
4. When you are at your best during a lesson, what connections do you make to the learning objective in real time? How do you check for understanding?

NOTES:

COACHING (CONT.)

QUESTIONS

LEARNER

1. How clear is the learning objective to students for each lesson? How do you know that students understand what the learning objective is?
2. When have you been most successful in having students walk out of class having understood the learning objective?
3. What do you do when students don't understand the learning objective? What are some of your strategies for supporting students who consistently struggle to understand the learning objective?

EXTENDED QUESTIONS

TEACHER

1. It seems important to get students to independent learning and practice. How do you do that? What challenges do you face in getting students there, particularly struggling students?
2. What are some of your students' long-term goals? How do you support them to connect the daily learning objectives to their long-term goals?

LEARNER

1. What are some of the explicit connections you make for students between the learning objective of a lesson and real-world application? Do students know WHY they are learning what they are learning?
2. When have you been most successful helping students make connections between the learning objective and real-world application?
3. What are some general learning targets that you believe students struggle to reach and understand?
4. Have you ever set personalized learning targets with students? What, in your experience, do those look like?

IP-7

Standard Three: Mastery of Content

TEACHER INDICATOR:

Teacher uses multiple representations and explanations that guide learners through learning progressions to promote each learner’s achievement of content standards.

LEARNER INDICATOR:

Learners can articulate specific indicators of their progress through a learning pathway as they reflect upon their growth.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

TEACHER

Teacher uses direct instruction offering few explanations or representations. All learners have identical goals and tasks.

OBSERVABLE EVIDENCE

- Teacher assigns all learners identical goals and tasks regardless of their level of understanding.
- Teacher offers only one explanation or representation of the concept.
- Teacher “chunks” the learning by teaching one skill or type of problem at a time, then allows learners time to practice the skill until mastery is achieved.
- Teacher does not discuss academic language specific to the discipline.
- Teacher does not correct learner misconceptions.

LEARNER

Learners are unclear about the learning pathway and look to the teacher for next steps in their learning.

OBSERVABLE EVIDENCE

- Learners are unclear about the learning pathway. They typically do not make connections with their previous learning and their current learning.
- Learners look to the teacher for next steps in their learning.

☐ APPROACHING STANDARD

TEACHER

Teacher provides multiple representations and explanations of concepts. Learning goals and tasks are identical for most students.

OBSERVABLE EVIDENCE

- Teacher assigns most learners identical goals and tasks regardless of their level of understanding.
- Teacher provides a variety of graphic organizers, models, representations, and explanations.
- If learners struggle with the skill or task, the teacher provides additional explanations.
- Teacher misses opportunities to move students to higher levels of understanding.
- Teacher accurately and effectively uses academic language to communicate concepts or processes.
- Teacher addresses misconceptions when he/she hears or sees them in conversations or in learners’ work.

NOTES:

PERFORMANCE LEVELS (CONT.)

☐ APPROACHING STANDARD (CONT.)

LEARNER

Learners can articulate the learning pathway the class has taken as a whole, but look to the teacher for next steps in learning.

OBSERVABLE EVIDENCE

- Learners can articulate their progress along the learning pathway the class has taken as a whole, describing the concepts they mastered, how they are connected, and how they demonstrated their understanding.
- Learners look to the teacher for next steps.

☐ EFFECTIVE

TEACHER

Teacher uses multiple representations and explanations to promote student learning. Teacher provides structures that guide individual learners' achievement.

OBSERVABLE EVIDENCE

- Teacher assigns individual learners different goals (that relate to a larger objective) or tasks based on where they are in their level of understanding.
- Teacher assigns rigorous tasks, but provides appropriate scaffolding and support.
- Teacher provides opportunities for learners to discuss their experiences and their learning.
- Teacher uses various explanations and representations to move learners forward in their understanding.
- Teacher frequently provides opportunities for learners to investigate and to discover. As learners work, teacher carefully listens for clues that provide insight into learners' levels of understanding. Teacher asks questions that move learners forward in their thinking.
- Teacher stops at critical junctions to share and debrief. Teacher calls on learners to share their thinking or strategies in an increasing order of sophistication.
- Through various tasks and activities, teacher prepares learners to use specific content-related processes and academic language.
- Teacher analyzes group discussion and individual work for misconceptions and addresses the misconceptions in order to build accurate and deep understanding.

LEARNER

Learners understand the learning pathway, specific indicators of their learning, and steps they need to take to further their understanding.

OBSERVABLE EVIDENCE

- Learners have a clear understanding of the learning pathway.
- Learners can articulate specific indicators of their own understanding through the learning pathway.
- Learners clearly understand their progress and their individual goals to further their learning.

IP-7

Standard Three (Cont.)

TEACHER INDICATOR:

Teacher uses multiple representations and explanations that guide learners through learning progressions to promote each learner’s achievement of content standards.

LEARNER INDICATOR:

Learners can articulate specific indicators of their progress through a learning pathway as they reflect upon their growth.

PERFORMANCE LEVELS

□ DISTINGUISHED

TEACHER

Additionally, teacher collaborates with learners about their position along the learning pathway, their learning goal, and their approach for moving forward in their understanding.

OBSERVABLE EVIDENCE

- Teacher facilitates students’ reflections on their learning pathway and plans next steps to move their understanding forward.
- Teacher supports learners in taking responsibility for choosing approaches to rigorous learning tasks and for producing quality work.

LEARNER

Additionally, learners understand their movement along the learning pathway and determine their next goals to move their learning forward.

OBSERVABLE EVIDENCE

- Learners reflect on their movement along the pathway and determine their next steps to move their understanding forward.
- Learners determine the indicators of learning and how they will demonstrate mastery.

COACHING

QUESTIONS

TEACHER

1. How do you measure students’ understanding of a particular learning objective, content piece, or skill prior to the lesson? During the lesson? After the lesson?
2. What do you learn from that data? How do you use that data to adjust your instruction?
3. What goals do you encourage students to set as a result of that data? How individualized are those learning goals? What is challenging about setting individualized learning goals and tasks for students?
4. What is your definition of rigor in your class? What is your students’ definition of rigor? How do you support students to keep working at rigorous instruction and curriculum?
5. What questions do you ask or activities do you use to understand how students are making their own meaning of a concept or skill, particularly those students who are traditionally underserved and struggling? What metaphors do they use to connect the new concept or skill to their current understanding?
6. Have you been able to use your students’ metaphors to explain concepts and skills?
7. What kind of listener are you? When do you do your best listening at work?

NOTES:

COACHING (CONT.)

QUESTIONS (CONT.)

TEACHER (CONT.)

8. How has listening to students helped you to clarify and teach students, particularly traditionally underserved and struggling students?
9. What do students say about your ability to listen to them?
10. What are some of the essential skills or concepts that you believe students need to know and be able to do? What are the clues that you listen for from students to know if there are gaps in their understanding of these essential skills or concepts?
11. In your experience, what types of questions are most effective to find out students' learning gaps? When do you typically ask those kinds of questions during a lesson?
12. When do you stop a lesson to check for understanding? How do you check for understanding when you pause the lesson?
13. How do you typically respond to a student who has a misconception or a lack of understanding of the concept or skill being taught?
14. What are you listening for during a class discussion? What is your vision for an effective class discussion?
15. What have you learned about the adjustments necessary in your lesson to correct students' misconceptions about the concept or skill being taught?

LEARNER

1. How well do students understand their own learning pathway to reach the goals they have set for themselves? How have you guided and supported them to set those goals?
2. In your experience, what are some clear indicators for students to use to mark their progress toward a learning objective?
3. How often do you collaborate with your colleagues to identify possible learning indicators for students to use to mark their progress?
4. How often do you collaborate with students to identify possible learning indicators to mark their progress?
5. What stories do you have to share with students of your own experience in using learning indicators to mark your own progress down a learning pathway? Where, in your experience, do challenges arise? How do you handle those challenges?

EXTENDED QUESTIONS

TEACHER

1. What are your favorite tools or strategies to get students to reflect on their own learning? How do you connect those reflections to the learning pathway that students are on?
2. What does success look like in students taking full responsibility for their own learning? When and how does it switch from the teacher holding the desired outcome to students holding their own desired outcome?

LEARNER

1. What, in your mind, is the difference between guided practice and independent learning?
2. What do you see students doing when engaged in independent learning?
3. How do students define mastery of a particular concept or skill? How do you support their definition?

IP-8

Standard Four: Application of Content

TEACHER INDICATOR:

Teacher engages learners in generating and evaluating new ideas and novel approaches and in seeking inventive solutions to real-world problems.

LEARNER INDICATOR:

Learners identify real-world problems and issues, and use inter-disciplinary knowledge, as well as critical thinking skills to seek solutions.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

TEACHER

Teacher does not facilitate learner evaluation or discussion of authentic problems or issues.

OBSERVABLE EVIDENCE

- Teacher does not introduce learners to problems or issues. If an issue surfaces, the teacher dismisses it or informs learners of the solution.
- Teacher does not initiate class discussions or uses mainly lower-order questions during discussions.

LEARNER

Learners do not participate in critical thinking or problem-solving.

OBSERVABLE EVIDENCE

- Learners may identify issues or problems, but do not discuss or explore solutions during class.
- Learners do not participate in discussions, or discussions do not elicit higher-order thinking or problem-solving.

☐ APPROACHING STANDARD

TEACHER

Teacher directs learners in seeking inventive solutions to content-related issues or problems.

OBSERVABLE EVIDENCE

- Teacher introduces learners to problems or issues addressed in the content area.
- Teacher directs students in learning and applying the critical thinking skills used in the content area (i.e., making inferences, comparing and contrasting) in seeking solutions to problems or issues.
- Teacher poses questions (some higher-order, some lower-order) that elicit discussion regarding information and concepts in the content area.

NOTES:

PERFORMANCE LEVELS (CONT.)

☐ APPROACHING STANDARD (CONT.)

LEARNER

Learners use critical thinking skills to discuss content-related issues or problems.

OBSERVABLE EVIDENCE

- Learners use critical thinking skills to address content-related issues as facilitated by the teacher.
- Learners participate in academic discussion about content-related issues or problems. Some questions elicit deeper answers than others.

☐ EFFECTIVE

TEACHER

Teacher facilitates learner development of inventive solutions to real-world problems using inter-disciplinary knowledge and critical thinking skills.

OBSERVABLE EVIDENCE

- Teacher facilitates opportunities for learners to apply inter-disciplinary knowledge and critical thinking skills to understand complex concepts, or to address real-world problems or issues.
- Teacher fosters learner development of possible solutions through invention, combinations of ideas, or other creative approaches.
- Teacher facilitates discussions, encouraging learners to challenge assumptions and to offer possible solutions to real-world problems. Teacher encourages learners to use content knowledge to justify their responses.
- Teacher models higher-order questioning skills (e.g., generating hypotheses, taking multiple perspectives, using metacognitive processes) and engages learners in activities that develop these skills.
- Teacher develops learners' abilities to pose questions that can guide individual and group exploration of concepts.

LEARNER

Learners use critical thinking and problem-solving skills, as well as inter-disciplinary knowledge to explore solutions to real-world problems and issues.

OBSERVABLE EVIDENCE

- Learners examine real-world or content-related issues and use critical thinking skills and inter-disciplinary knowledge to explore possible solutions.
- Learners seek solutions to real-world problems through invention, combinations of ideas, or other creative approaches.
- Learners use content knowledge and critical thinking skills as they participate in rigorous discussions about real-world issues.
- Learners develop higher-order questions to guide their exploration of a concept.

IP-8

Standard Four (Cont.)

TEACHER INDICATOR:

Teacher engages learners in generating and evaluating new ideas and novel approaches and in seeking inventive solutions to real-world problems.

LEARNER INDICATOR:

Learners identify real-world problems and issues, and use inter-disciplinary knowledge, as well as critical thinking skills to seek solutions.

PERFORMANCE LEVELS

□ DISTINGUISHED

TEACHER

Additionally, teacher fosters learner awareness of authentic community needs and issues, and engages learners in generating possible solutions.

OBSERVABLE EVIDENCE

- Teacher encourages learners to identify community or global problems or needs and to use inter-disciplinary knowledge and skills to actively address the problem.
- Teacher engages learners in connecting concepts from more than one content area to real-world problems, community needs, and/or service learning.
- Teacher encourages learners to generate questions that will challenge the thinking of their peers during discussions.

LEARNER

Additionally, learners use problem-solving skills to address community issues and problems.

OBSERVABLE EVIDENCE

- Learners identify a real-world problem or community need, and use inter-disciplinary knowledge and skills to develop possible solutions.
- Learners present challenging questions or problems during group discussion.

COACHING

QUESTIONS

TEACHER

1. What would you need to prepare yourself to create a lesson or unit that has students use their critical thinking and problem-solving skills across different disciplines to address a real-world problem in their community? How might you assess such a project? Who in your school does these kinds of projects currently? What could you learn from her/him?
2. What are your most creative and inventive lessons? What do you believe makes them so? What have you noticed about how students respond to those lessons, particularly the traditionally underserved and struggling students?
3. How do you work on becoming more aware of your own assumptions about what you know and don't know about the curriculum you teach? About the students and families you teach?
4. How do you feel about being challenged on your own assumptions? How do you typically respond when a colleague does so?
5. What strategies do you teach students to support them to become more aware of their own assumptions?
6. What types of questions do you typically ask to challenge students' assumptions? What do you notice about how students respond to those questions?
7. How do you approach teaching questioning to students?
8. Higher-order questioning skills are important to students' cognitive development. How do you teach them? What is challenging to you about teaching these types of questioning skills?

NOTES:

COACHING (CONT.)

QUESTIONS	EXTENDED QUESTIONS	
LEARNER	TEACHER	LEARNER
<ol style="list-style-type: none"> 1. In your experience, what are some of your best lessons that support students to make real-world connections? 2. What are some of the challenges that you face in making real-world connections in your lessons for students? 3. What opportunities do you have to collaborate with your colleagues and create interdisciplinary lessons? 4. How do you model the use of critical thinking skills in your lessons? How do you teach students to use them? 5. What is your vision for students' creative and inventive approaches to solving problems? How do you model those kinds of approaches for students? 6. What do you learn from students when you use higher-order thinking questions in your lesson? What are your favorite types of higher-order thinking questions? 7. What are some of the more common real-world topics that you cover in your class? Of those real-world topics, how many are directly connected to your students' everyday lives? 	<ol style="list-style-type: none"> 1. What do you know about the needs and problems that your students and families face in their community? 2. How do you get students and families to share these needs and problems with you? What support can you provide? 3. What inter-disciplinary skills and strategies do you direct students to use in taking on some of their real-world needs and problems? 4. Have you thought about creating possible service learning opportunities for your students? Who in your school engages students in service learning opportunities? 5. What are your strategies for teaching students to ask questions of their peers? How safe is it to do so? Can students ask tough questions about gender, race, culture, etc., of their peers across differences? Can you ask those questions of students? Can students ask you? 	<ol style="list-style-type: none"> 1. What would you need to prepare yourself to create a lesson or unit that has students using their critical thinking and problem-solving skills across different disciplines to address a real-world problem in their community? How might you assess such a project? Who in your school does these kinds of projects currently? What could you learn from her/him? 2. How do you respond to students when they ask you challenging questions during a lesson? How comfortable are you when you don't know something in front of students? 3. How easy is it for students to ask questions in class? What do students say about the ease of asking questions in class?

IP-9

Standard Four: Application of Content

TEACHER INDICATOR:

Teacher collaborates with and supports learners as they plan and complete student-driven learning experiences aligned with their individual interests.

LEARNER INDICATOR:

Learners identify problems and issues aligned with their interests, research solutions, and create products/performances to illustrate their learning. Learners seek support from others when necessary.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD		☐ APPROACHING STANDARD
TEACHER	LEARNER	TEACHER
All learning experiences are teacher-directed and connected directly to the learning objective or content knowledge.	Learners engage in activities and tasks assigned by the teacher.	Teacher directs learners in applying content knowledge to explore authentic problems or issues.
OBSERVABLE EVIDENCE	OBSERVABLE EVIDENCE	OBSERVABLE EVIDENCE
<ul style="list-style-type: none">• Learning is teacher-directed.• Teacher directs learning experiences, connecting tasks, and assignments to learning objective and content knowledge.	<ul style="list-style-type: none">• Learners engage in activities and tasks assigned by the teacher.• Learners rarely share their thoughts about problems or issues that concern them.	<ul style="list-style-type: none">• Learning is typically teacher-directed.• Teacher directs learners in applying content knowledge and skills in authentic contexts.• Teacher directs learners in using technology and other resources to gather, organize, and evaluate information and ideas.• Teacher structures learner interactions with local and global people to support and deepen learning.

NOTES:

PERFORMANCE LEVELS (CONT.)

☐ APPROACHING STANDARD (CONT.)

LEARNER

Learners use content knowledge and other resources to explore authentic problems and issues posed by the teacher.

OBSERVABLE EVIDENCE

- Learners use content knowledge to explore authentic problems and issues posed by the teacher.
- Learners use technology and other resources to gather, organize, and evaluate information related to authentic problems and issues.
- Learners interact with people locally and globally to expand their knowledge.

☐ EFFECTIVE

TEACHER

Teacher facilitates and supports individual learners as they explore and research real-world problems or issues as defined by the teacher.

OBSERVABLE EVIDENCE

- Learning is teacher-facilitated.
- Teacher structures options for learners to explore real-world problems or issues, carry out the design for a solution, and communicate their work. Learners have limited choice in topic and format.
- Teacher supports learners in tailoring communications for different audiences and purposes.
- Teacher engages learners in evaluating reliability and accuracy of sources.
- Using technology or other resources, teacher engages learners in identifying and connecting with local and global people and resources relevant to their topic.

LEARNER

Learners individually research solutions to real-world problems or issues (from choices offered by the teacher) and create products/performances to communicate their learning.

OBSERVABLE EVIDENCE

- Learners select a project topic focused on a real-world problem or issue (from choices offered by the teacher), research possible solutions, and communicate their findings.
- Learners evaluate media or other sources for accuracy and reliability and use them to discover solutions to issues or problems.
- Learners use interactive technology to communicate with people locally and globally to help address their problem or issue.

IP-9

Standard Four (Cont.)

TEACHER INDICATOR:

Teacher collaborates with and supports learners as they plan and complete student-driven learning experiences aligned with their individual interests.

LEARNER INDICATOR:

Learners identify problems and issues aligned with their interests, research solutions, and create products/performances to illustrate their learning. Learners seek support from others when necessary.

PERFORMANCE LEVELS

☐ DISTINGUISHED

TEACHER

Additionally, teacher collaborates with a learner to determine an area of interest and to design and carry out a project using content knowledge and skills.

OBSERVABLE EVIDENCE

- Learning is student-driven.
- Teacher supports learners as they identify a real-world problem or issue they would like to explore, using their knowledge and skill in the content areas.
- Teacher collaborates with learners to generate questions about their topic and to design approaches to address them.
- Teacher supports learners as they independently work to plan and carry out their research project and to present their results to an authentic audience.
- Teacher fosters learner independence in identifying and accessing local and global people and resources to aid in the exploration of their chosen focus.

LEARNER

Additionally, learners personally identify a real-world problem or issue that aligns to their areas of interest or research solutions and create products and/or performances to illustrate their learning.

OBSERVABLE EVIDENCE

- Learners individually collaborate with the teacher to identify a real-world problem or issue and to design and plan their projects.
- Learners independently identify and access resources and people locally and globally to aid in their exploration of their problem or issue.
- Learners evaluate sources for accuracy and reliability and record their reasoning for what they include or omit in their project.
- Learners work to carry out their research project and to present their results.

COACHING

QUESTIONS

TEACHER

1. What, in your mind, is the difference between direct instruction and facilitated instruction?
2. What do you need to have in place in order to facilitate students' learning as opposed to providing direct instruction?
3. How do you structure student choice into your lessons? What is your vision for how student choice is best used in any lesson or project-based learning assignment?
4. What do you notice when students don't get a choice in lessons? What is the difference in engagement? What do students say about getting a choice over what and how to learn?
5. How do you approach the idea of using reliable sources for project-based learning assignments with students?
6. What fears, if any, do you have in using technology to engage students in your lessons? How might they use technology to connect with a larger network of people both locally and possibly globally?

NOTES:

COACHING (CONT.)

QUESTIONS

LEARNER

1. What is your experience with project-based learning? What would you need to prepare yourself to do more project-based learning?
2. What sources of media and information do you teach your students to access? How do you teach your students to question those sources for accuracy?
3. What is your vision for a successful project-based learning assignment that utilizes technology to connect students and to have a broader range of solutions to the problem they are trying to solve?
4. What is your own comfort level with the use of technology in the classroom? How do you model the use of technology for students?

EXTENDED QUESTIONS

TEACHER

1. What does student-driven learning mean to you? At its best, what does it look and sound like?
2. What do you believe is the best way to structure a project for students that is based in solving a real-world problem or issue? What knowledge or skills do you believe that they would need to know and be able to do in order to take on such a project? How prepared do you need to be to make this kind of project happen? What support do you have in place to help you to do it?
3. How would you assess a real-world project for students? Who might they present their projects to? What group of people could they present to that might enhance their learning?
4. In your experience, what steps best set up independent learning for students? What are markers of a successful independent learning assignment? How would you know that students are fully utilizing the skills and concepts that they know and would like to learn?

LEARNER

1. What have you learned from the project-based learning assignments that you have used with students? What have been the primary challenges?
2. What is your vision for a creative and inventive project-based learning assignment that pushes the boundaries of typical in-school assignments?
3. How do you teach students to access resources to do their work beyond the textbook and a simple web search?
4. Who can you help them connect to in order to gain new knowledge and insight on the concept or skill that they are learning as a result of the project-based learning assignment?
5. Do students have to prove where they got their information in any project-based assignment? Can they explain why they used particular types of information, as opposed to others? How do you support them to know how to do that?
6. What was the best project-based learning assignment you have seen students present? How did you assess it? How did they? What adjustments have you made to the assignment and the assessment since then?

IP-10

Standard Four: Application of Content

TEACHER INDICATOR:

Teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes. (InTASC)

LEARNER INDICATOR:

Learners demonstrate the necessary skills to effectively read and communicate in the various discipline areas.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

TEACHER

Teacher does not integrate literacy and communication skills into the content area.

OBSERVABLE EVIDENCE

- Teacher does not integrate literacy and communication skills into the content area.
- Teacher does not require learners to use correct conventions as they complete assignments in the content area(s).
- Teacher does not require learners to produce quality writing.

LEARNER

Learners complete assignments with little or no concern for quality writing or correct conventions.

OBSERVABLE EVIDENCE

- Learners use the literacy skills necessary to complete tasks.
- Learners do not produce quality writing and/or use correct conventions as they complete tasks.

☐ APPROACHING STANDARD

TEACHER

Teacher engages learners in developing literacy and communication skills necessary to be successful in the content area.

OBSERVABLE EVIDENCE

- Teacher engages learners in developing literacy and communication skills necessary to support learning in the content area(s).
- Teacher helps learners to recognize the purpose for reading different types of texts and for writing in specific contexts in the discipline.
- Teacher requires learners to use correct conventions as they complete assignments.
- Teacher communicates an expectation for quality writing.

NOTES:

PERFORMANCE LEVELS (CONT.)

☐ APPROACHING STANDARD (CONT.)

LEARNER

Learners demonstrate concern for quality writing and correct conventions in all areas of the curriculum.

OBSERVABLE EVIDENCE

- Learners develop the necessary literacy skills to successfully read different types of texts specific to the discipline.
- Learners speak and write using correct conventions.

☐ EFFECTIVE

TEACHER

Teacher guides learners in developing and applying literacy and communication skills in the content area.

OBSERVABLE EVIDENCE

- Teacher guides learners in understanding and applying literacy and communication skills in the content area(s).
- Teacher supports learners' development of communication skills (speaking and writing) consistent with conventions and expectations of the discipline.
- Teacher requires learners to use correct grammar in their speech and to produce quality writing.
- Teacher engages learners in using technology tools to access information useful for their written and oral communications.

LEARNER

Learners apply literacy skills to read a variety of texts and to speak and write using conventions and expectations of the discipline.

OBSERVABLE EVIDENCE

- Learners develop and apply literacy skills to read a variety of texts specific to the discipline.
- Learners write and speak using conventions and expectations of the discipline.
- Learners use technology to gather information useful for written and oral communications.

IP-10

Standard Four (Cont.)

TEACHER INDICATOR:

Teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes. (InTASC)

LEARNER INDICATOR:

Learners demonstrate the necessary skills to effectively read and communicate in the various discipline areas.

PERFORMANCE LEVELS

□ DISTINGUISHED

TEACHER

Additionally, teacher provides opportunities for learners to apply literacy and communications skills to analyze information and to communicate their work.

OBSERVABLE EVIDENCE

- Teacher provides opportunities for learners to apply literacy and communication skills in gathering and analyzing information and in preparing and delivering oral and/or written presentations of their work.
- Teacher engages learners in using technology tools to access, interpret, evaluate, and apply information useful for their presentations.

LEARNER

Additionally, learners use literacy skills to gather and analyze information and to deliver quality oral and written communications.

OBSERVABLE EVIDENCE

- Learners employ literacy skills to gather and analyze information.
- Learners prepare and deliver oral and written presentations. Learner work is marked by clarity, rigor, and suitability for an identified audience.
- Learners use technology to gather, evaluate, and analyze information useful for their presentations.

COACHING

QUESTIONS

TEACHER

1. What success have you had with students using their literacy skills in your class? How do you support them to apply those skills to your assignments and assessments?
2. What interventions do you use when students’ literacy skills are low? What strengths do you have in teaching students literacy skills? What challenges do you have in teaching students literacy skills?
3. How much trust do you believe you need to have with students, particularly your struggling students, in order to identify their literacy gaps? What are the kinds of assessments that you use to identify those gaps?
4. What challenges do you face when using technology in your lessons? What support would be most helpful in addressing those challenges?

NOTES:

COACHING (CONT.)

QUESTIONS	EXTENDED QUESTIONS	
LEARNER	TEACHER	LEARNER
<ol style="list-style-type: none"> 1. What is your approach to teaching literacy skills? 2. What assessments do you use or does your school use to understand the literacy levels of your students and how they are progressing? 3. What do you notice about your students' literacy skills? What are some of the teaching challenges you face given your students' literacy skills? 4. What academic vocabulary, writing, and speaking conventions matter most to your class or content area? How do you teach students that those matter most? 5. Where do you direct students to find useful resources to support the development of their literacy skills? 	<ol style="list-style-type: none"> 1. What do you notice about your students' ability to use literacy skills to deliver oral and written presentations? What challenges do you notice that they struggle with in relation to using those skills? How do you address those challenges, particularly for your struggling students taking on rigorous assignments? 2. How rigorous are your oral and written presentation assignments? How do you know students are able to complete them to a mastery level? 3. What models do you provide your students of mastery-level oral and written presentations? Can they access video of quality examples? Can they use past videos of your own oral and written presentations as examples? 	<ol style="list-style-type: none"> 1. How do you model the use of literacy skills for your students? 2. What do you notice about your students' ability to use those skills to deliver oral and written presentations? What challenges do you notice that they struggle with in relation to using those skills? How do you address those challenges, particularly for your struggling students taking on rigorous assignments? 3. How do you model the use of technology in your lessons? Who at your school uses technology well in their lessons? What could you learn from her/him?

NOTES:

Dimension Four

LEADING PROFESSIONAL LEARNING AND ETHICAL PRACTICE (PL)

STANDARD ONE: PROFESSIONAL LEARNING

Teacher engages in meaningful and ongoing professional learning, uses data to evaluate his/her practice, and adapts practice to meet the needs of all learners.

STANDARD TWO: LEADERSHIP AND ETHICS

Teacher seeks appropriate opportunities to model ethical and effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles in the school, the district, the profession, and the community. (InTASC)

PL-1

Standard One: Professional Learning

TEACHER INDICATOR:

Teacher engages in ongoing professional learning opportunities.

PERFORMANCE LEVELS

<div><input type="checkbox"/> NOT MEETING STANDARD</div> <div>Teacher rarely engages in professional learning and/or only attends those that are required.</div> <div>OBSERVABLE EVIDENCE<ul style="list-style-type: none">Teacher does not attend professional development and/or only attends those that are required.Teacher’s practice does not reflect implementation of new practices.</div>	<div><input type="checkbox"/> APPROACHING STANDARD</div> <div>Teacher engages in professional learning, but does not consistently implement new knowledge or skills.</div> <div>OBSERVABLE EVIDENCE<ul style="list-style-type: none">Teacher examines learner and observation data to determine strengths and needs. Teacher may/may not develop a personal growth plan.Teacher attends professional learning opportunities, but does not effectively implement new learning.</div>	<div><input type="checkbox"/> EFFECTIVE</div> <div>Teacher engages in professional learning focused on his/her specific needs. Teacher consistently implements new knowledge and skills.</div> <div>OBSERVABLE EVIDENCE<ul style="list-style-type: none">Teacher reflects on his/her strengths and needs, personal biases, and contributions to the culture of the school. Teacher develops a personal growth plan to address needs.Teacher participates in ongoing professional learning that addresses effective teaching of state or local standards, central concepts and learning progressions of the discipline, and/or meeting the needs of diverse learners. Teacher successfully implements new learning in his/her classroom.Teacher reads, uses, and generates meaningful education research.Teacher actively seeks professional, community, and technological resources as supports for analysis, reflection, and problem-solving.</div>
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NOTES:

COACHING

☐ DISTINGUISHED

Additionally, teacher engages in professional learning opportunities and leads others in improving their practice.

OBSERVABLE EVIDENCE

- Teacher models effective instructional practices for colleagues.
- Teacher engages in and leads school or district level colleagues in experiences that improve practice.

QUESTIONS

1. What opportunities do you have to reflect on your own personal growth as a teacher?
2. In what ways have you been supported to reflect on your biases and how they may impact your classroom? Share an experience of a time when you felt your own bias unintentionally may have negatively impacted students?
3. What has been the best professional learning that you have ever participated in? What made it great? How did it impact your classroom?
4. How aligned are your professional learning opportunities with your areas of growth as a teacher?
5. Have you thought about and utilized current educational research to impact your planning and instruction? What have been the effects?
6. How safe do you feel sharing your challenges as a teacher with your colleagues? What would it take to make you feel safe?
7. Who in your school do you believe you can learn from and with? What opportunities do you have to partner with those people? Who is a model for you to learn from?

EXTENDED QUESTIONS

1. What opportunities, if any, have been made for you to lead professional learning for your colleagues?
2. What instructional practices do you feel you could model for your colleagues that they can learn from?
3. What structures, norms, or relationships do you believe would be important to have in place in order for you to lead and model professional learning that could improve instructional practices?

PL-2

Standard One: Professional Learning

TEACHER INDICATOR:

Teacher collaborates with learners, families, colleagues, school professionals, and community members to ensure learner growth and well-being.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

Teacher rarely collaborates with learners and families. If teacher collaborates with colleagues, he/she does not actively participate.

OBSERVABLE EVIDENCE

- Teacher rarely communicates with families; most communication focuses on learner behavior.
- Teacher may attend collaboration opportunities with colleagues, but does not actively participate.
- Teacher may analyze data with his/her team, but does not use the data to modify practice.
- Teacher does not actively participate in building school-wide vision or goals.

☐ APPROACHING STANDARD

Teacher participates in team collaboration and uses the advice and support from others to ensure some learners' growth.

OBSERVABLE EVIDENCE

- Teacher learns from team collaboration how to examine data and to use the results to plan instruction.
- Teacher uses feedback and support from team collaboration to improve instruction.
- Teacher participates in collaboration to create school-wide vision and goals.
- Teacher builds positive relationships with instructional team.
- Teacher elicits information from learners and their families to support learner growth.
- Teacher uses technology to communicate with learners, families, and colleagues.

☐ EFFECTIVE

Teacher actively participates in collaboration with learners, families, colleagues, and community members to ensure growth of all learners and to build a positive learning environment.

OBSERVABLE EVIDENCE

- Teacher collaboratively examines data to evaluate the outcomes of learning and teaching and to plan and adapt instruction.
- Teacher takes an active role in team collaboration, giving and receiving feedback to support the needs of diverse learners.
- Teacher collaborates with others to build community resources to support student learning and well-being.
- Teacher collaborates to build a school-wide shared vision, positive culture, and to establish and achieve school-wide goals.
- Teacher collaborates with learners and families to establish mutual expectations and to support learner growth and development.
- Teacher uses technology to develop collaborative relationships with learners, families, colleagues, and community and to participate in local and global learning communities.

NOTES:

COACHING

☐ DISTINGUISHED

Additionally, teacher leads collaboration involving instructional team, learners, families, and community members to advocate and address the needs of all learners.

OBSERVABLE EVIDENCE

- Teacher leads others in gathering and analyzing data to evaluate the effects of individual or group decisions on learners and the community and to set goals for improvement.
- Teacher brings innovative practices to the instructional team.
- Teacher advocates for continued progress toward the accomplishment of school vision and goals and toward a positive school culture.
- Teacher collaborates with community members to advocate for the needs of learners and their families.

QUESTIONS

1. What is your school's approach to looking at data?
2. How do you feel about using data to guide your planning and instruction?
3. What types of data are most useful to you? Why?
4. Who do you collaboratively examine data with, and what is gained by doing the work together?
5. How comfortable are you receiving feedback from your colleagues? What comes up for you when you receive challenging feedback from your colleagues?
6. What has been an experience where you have grown as a teacher after receiving challenging feedback?
7. What do you know about what your students and families expect of you as their teacher? How do you gather their perspectives?
8. Do your students and families trust you? How do you know?
9. How honest can you be with students about their struggles? What help do you seek out from families?
10. In what ways is technology supportive to the building of trusting relationships with your students and their families? How does it get in the way?

EXTENDED QUESTIONS

1. What has been your experience in leading your colleagues?
2. Have you ever taken on a leadership role with your colleagues in evaluating the impact of their instruction and the support they may need to improve? What do you believe is necessary for you to take on such a role?
3. What fears, if any, come up for you when you think about taking on such a leadership role?
4. What innovative instructional practices do you believe are important to share with your colleagues? How might you share those?
5. How do you respond when your colleagues don't respond positively to the innovations that you have shared?
6. What is the vision of the school? How does your personal vision connect to the school vision?
7. How do you connect your everyday teaching practice to the school vision? How do you support your colleagues to see how their teaching practice connects and supports the school vision?
8. It seems really important that teachers and leaders advocate for student and family needs, especially for those students and families that are most underserved. How have you participated in that kind of advocacy?
9. What programs and structures are in place that advocate for student and family needs? What do you hear from students and families, particularly underserved students and families, about their needs?
10. Have you thought about why there is a predictable pattern of certain students and families (students and families of color and students and families in poverty) not being served by public schools?

PL-3

Standard Two: Leadership and Ethics

TEACHER INDICATOR:

Teacher practices in an ethical and professional manner.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

Teacher does not act in an ethical and/or professional manner.

OBSERVABLE EVIDENCE

- Teacher occasionally behaves in a questionable manner in relationship to codes of conduct, policy, and law.
- Teacher does not monitor learners when they use technology.
- Teacher does not appear to be concerned with the fairness of his/her decisions and/or personal biases.
- Teacher does not appear to be concerned with addressing the needs of all learners.

☐ APPROACHING STANDARD

Teacher acts in an ethical and professional manner.

OBSERVABLE EVIDENCE

- Teacher acts in accordance with professional standards and ethical codes of conduct. (InTASC)
- Teacher complies with laws and policies related to learners' rights and teacher's responsibilities. (InTASC)
- Teacher accesses information and uses technology in safe, legal, and ethical ways. (InTASC)
- Teacher establishes rules and policies to ensure learners access information and technology in safe, legal, and ethical ways. (InTASC)
- Teacher reflects on the fairness and equity of his/her decisions. (InTASC)
- Teacher accesses resources to help him/her deepen their understanding of cultural, ethnic, gender, and learning differences. (InTASC)
- Teacher reflects on the needs of individual learners and how well they are being addressed, seeking to build support for all learners. (InTASC)

☐ EFFECTIVE

Teacher acts in an ethical manner and supports others in doing the same.

OBSERVABLE EVIDENCE

- Teacher acts in accordance with professional standards and ethical codes of conduct and supports colleagues in making ethical decisions.
- Teacher complies with laws and policies related to learners' rights and teacher's responsibilities and supports others in following laws and policies.
- Teacher proactively takes measures to prevent misuse of technology or information.
- Teacher uses a deepening understanding of cultural, ethnic, gender, and learning differences to design and implement strategies to better meet the needs of learners. (InTASC)

NOTES:

COACHING

PL-3

☐ DISTINGUISHED

Additionally, teacher serves as a leader to help build awareness of moral and ethical demands of the profession.

OBSERVABLE EVIDENCE

- Teacher collaborates with others about the moral and ethical demands of professional practice.
- Teacher advocates for policies and laws to support the diverse needs (cultural, gender, learning differences) of students.
- Teacher advocates for safe, legal, and ethical use of technology in the school and the community.
- Teacher helps others to reflect on personal biases in order to treat others more fairly.
- Teacher shares resources and strategies with others to help them better understand the cultural, ethnic, gender, and learning differences of learners and their communities. (InTASC)

QUESTIONS

1. What is your understanding of teacher ethics and professional standards? What would you be looking for in terms of a set of ethics and standards to ascribe to?
2. What do you believe you would do if a colleague made decisions that were unethical? How would you prepare yourself to confront your colleague?
3. What are the current policies and behaviors related to the ethical use of technology at school?
4. In what ways have you gained cultural and gender awareness of your own biases? How has your awareness impacted your behaviors and instruction?

EXTENDED QUESTIONS

1. What current school policies or structures create barriers to students being able to have their own identities validated, to feel safe, and to be an authentic part of the school community? What can you do to help students overcome these barriers, particularly the most underserved students?
2. What policies or structures have helped the most underserved student populations overcome barriers?
3. In what ways do you support your colleagues to build awareness of their own cultural and gender biases? How do you support them to grow and learn regarding their biases?
4. What have you learned from sharing resources and strategies with your colleagues to better meet the needs of students who are culturally different from you? Can you particularly address this in relationship to those students and families who are historically underserved?

PL-4

Standard Two: Leadership and Ethics

TEACHER INDICATOR:

Teacher seeks appropriate leadership roles to support student learning and to advance the profession.

PERFORMANCE LEVELS

☐ NOT MEETING STANDARD

Teacher rarely participates in a leadership role or assists colleagues in improving their practice.

OBSERVABLE EVIDENCE

- Teacher does not serve in leadership roles.
- Teacher does not share lesson plans or resources.
- Teacher does not alter practice obtained from observations or feedback.
- Teacher does not mentor or support new teachers.
- Teacher does not participate in action research and/or use the results of action research to improve practice.
- Teacher may behave negatively and/or unsupportive of the school-wide vision and goals.

☐ APPROACHING STANDARD

Teacher takes responsibility for student learning and works to improve his/her practice.

OBSERVABLE EVIDENCE

- Teacher takes personal responsibility for student learning, but rarely serves in a leadership role.
- Teacher shares lesson plans and resources with others.
- Teacher makes practice apparent by sharing lesson plans and by inviting observations and feedback.
- Teacher uses action research results to improve practice.
- Teacher interacts with others in a positive, open manner.

☐ EFFECTIVE

Teacher works with others to support all student learning and to develop a climate of trust and openness.

OBSERVABLE EVIDENCE

- Teacher serves in a mentoring role, provides feedback to others, and shares resources and information.
- Teacher works with others to plan and deliver professional learning opportunities to better meet the needs of diverse learners.
- Teacher contributes to a positive, inclusive climate of trust, critical reflection, and openness to diverse perspectives and ideas.
- Teacher collaborates with others in action research and shares the results with others.

NOTES:

COACHING

☐ DISTINGUISHED

Additionally, teacher serves in leadership roles and advocates for learners, the school, and the profession.

OBSERVABLE EVIDENCE

- Teacher models effective instructional practice and serves in other leadership roles.
- Teacher independently and collaboratively participates in action research.
- Teacher advocates for learners, the school and community, and the profession through leadership roles in the district, state, and nation.

QUESTIONS

1. When have you been most successful mentoring a student? Who in your school is a consistent and effective mentor for students, particularly the underserved students? How have you learned from that colleague?
2. How do you define culturally competent pedagogy?
3. What types of questions do you ask students to better understand their cultural identity and to better understand their learning style? What has been challenging to you in your experience in finding out that information and using it to support students' learning?
4. How do you know that your students trust you?
5. Is your classroom a place that is open to diverse perspectives? What if a student's perspective is completely different or in opposition to yours?
6. What collaborative efforts have been made between teachers to better understand all students, particularly the most disconnected and underserved students?

EXTENDED QUESTIONS

1. What would you need to know and be able to do to be a model of culturally competent pedagogy for your colleagues?
2. What does successful advocacy look like in your school and district to put the most underserved students needs front and center?

NOTES:

InTASC Alignment

The School Improvement Network Teacher Effectiveness Framework is based on the diligent work of CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) April 2011. The following is an alignment of the two frameworks.

Dimension One

Planning (P)

STANDARD	INDICATOR	INTASC INDICATOR
PLANS TO ADDRESS LEARNER NEEDS	P-1: Teacher creates learning experiences based on formative and summative assessment results and other sources and adjusts plans for to meet learners' needs.	1(a), 1(e), 2(b), 6(c), 6(g), 6(l), 7(a), 7(b), 7(d), 7(f), 7(i), 7(j), 7(l), 7(n), 7(q), 9(c), 9(h)
	P-2: Teacher plans how to achieve individual's rigorous learning goals, choosing appropriate strategies and accommodations, resources and materials to differentiate instruction.	2(e), 2(f), 2(g), 2(i), 2(k), 2(o), 7(b), 7(a), 7(f), 7(i), 7(j), 7(k), 7(n), 7(p), 7(q), 10(b)
	P-3: Teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs. (InTASC)	1(c), 3(a), 6(c), 7(a), 7(e), 7(m), 7(o), 8(c), 9(c), 9(d), 10(b), 10(d), 10(e), 10(q)
PLANS EXPERIENCES TO SUPPORT LEARNING	P-4: Teacher develops appropriate sequencing of learning experiences aligned to the learning objective and to the assessment task.	2(c), 4(e), 6(b), 6(k), 6(r), 7(a), 7(c), 7(e), 7(f), 7(g), 8(k)
	P-5: Teacher creates opportunities for learners to use critical thinking skills, as well as cross-disciplinary skills and knowledge.	1(d), 4(p), 5(a), 5(b), 5(d), 5(e), 5(f), 5(g), 5(j), 5(m), 5(o), 5(r), 5(s), 7(h), 8(f), 8(g), 8(i), 8(j), 8(l)
	P-6: Teacher develops learning experiences that engage students in collaborative and self-directed learning that extend student interaction with ideas and people locally and globally. (InTASC)	3(b), 3(h), 3(i), 3(j), 3(o), 3(p), 3(q), 5(d), 5(g), 5(l), 5(p), 5(q), 7(a), 8(c), 8(d)

Dimension Two

Learning Community (LC)

STANDARD	INDICATOR	INTASC INDICATOR
SAFE AND RESPECTFUL LEARNING COMMUNITY	LC-1: Learner: Learners interact with the teacher and other learners in a positive, respectful manner and accept responsibility for quality work. Teacher: Teacher models and nurtures a respectful and supportive learning environment marked by rigor and responsibility.	1(a), 1(f), 2(a), 2(b), 5(e), 5(n), 6(a), 6(b), 6(e), 6(g), 6(h), 6(j), 6(k), 6(l), 6(t), 6(u), 6(v), 7(c), 8(e), 8(h), 8(m), 8(q)
	LC-2: Learner: Learners demonstrate an interest in other cultures and communities. Teacher: Teacher fosters exploration and appreciation of diverse cultures and communities.	1(g), 2(c), 2(d), 2(i), 2(j), 2(k), 2(m), 2(n), 2(o), 3(a), 3(f), 3(l), 3(n), 4(d), 4(m), 5(g), 9(m)
EFFECTIVE CLASSROOM MANAGEMENT	LC-3: Learner: Learners know and follow behavioral expectations and learning environment procedures. Teacher: Teacher collaborates with learners to create a clear set of learning environment norms and procedures and responds appropriately when necessary.	3(a), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 3(k), 3(l), 3(m), 3(o), 3(p), 3(q), 3(r)
	LC-4: Learner: Learners know and follow behavioral expectations and learning environment procedures. Teacher: Teacher collaborates with learners to create a clear set of learning environment norms and procedures and responds appropriately when necessary.	2(f), 2(h), 2(j), 2(k), 3(d), 3(e), 3(g), 3(k), 3(m), 4(f), 4(g), 4(i), 5(c), 5(l), 5(p), 6(i), 7(b), 7(k), 7(m), 8(c), 8(g), 8(n), 9(d), 9(f), 10(e), 10(g)

Dimension Three

Instructional Practice (IP)

STANDARD	INDICATOR	INTASC INDICATOR
ASSESS TO GUIDE TEACHER'S AND LEARNERS' DECISION-MAKING	<p>IP-1: Learners: Learners are confident that their teacher knows where they are in their understanding of the concept.</p> <p>Teacher: Teacher frequently checks for understanding and adjusts instruction in real time. Teacher uses assessment results to plan next steps.</p>	1(a), 1(f), 2(a), 2(b), 5(e), 5(n), 6(a), 6(b), 6(e), 6(g), 6(h), 6(j), 6(k), 6(l), 6(t), 6(u), 6(v), 7(c), 8(e), 8(h), 8(m), 8(q)
	<p>IP-2: Learner: Learners understand how assignments are assessed and have a clear definition of quality work.</p> <p>Teacher: Teacher engages learners in assessing their progress and in understanding and identifying quality work.</p>	3(c), 6(c), 6(d), 6(f), 6(i), 6(m), 6(q), 8(b), 8(c)
	<p>IP-3: Learner: Learners have a clear understanding of what they need to do to improve their assignments or tests. Learners modify or revise their work based on descriptive feedback.</p> <p>Teacher: Teacher provides learners with timely and descriptive feedback to guide their progress.</p>	6(d), 6(f), 6(i), 6(j), 6(l), 6(m), 6(n), 6(q), 6(s)
DIFFERENTIATION	<p>IP-4: Learner: Learners report feeling included and supported as they overcome their unique learning challenges.</p> <p>Teacher: Teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for groups' and individual's learning needs.</p>	1(a), 1(b), 1(c), 1(d), 1(e), 1(f), 1(g), 1(h), 1(i), 1(j), 2(a), 2(b), 2(c), 2(f), 2(g), 2(h), 2(i), 2(j), 2(k), 2(l), 2(m), 2(n), 3(a), 3(c), 6(c), 6(h), 8(a), 8(b), 8(c), 8(j), 8(k), 8(l), 8(p)
	<p>IP-5: Learner: Learners advance in their English proficiency and in their understanding of content.</p> <p>Teacher: Teacher incorporates tools of language development into instruction, including strategies for making content accessible to English language learners.</p>	1(g), 2(a), 2(b), 2(d), 2(e), 2(f), 2(i), 2(j), 2(k), 2(o), 4(i), 6(h), 6(p), 6(u)

Dimension Three

Instructional Practice (Cont.)

STANDARD	INDICATOR	INTASC INDICATOR
MASTERY OF CONTENT	<p>IP-6: Learner: Learners understand the objective, how it is connected to other concepts and experiences, and its real-life application.</p> <p>Teacher: Teacher stimulates learner reflection on prior knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences and real-life applications.</p>	2(c), 2(j), 2(k), 4(d), 4(m), 6(m), 6(r), 7(d)
	<p>IP-7: Learner: Learners can articulate specific indicators of their progress through a learning pathway as they reflect upon their growth.</p> <p>Teacher: Teacher uses multiple representations and explanations that guide learners through learning progressions to promote each learner's achievement of content standards.</p>	1(a), 1(i), 2(c), 2(d), 2(j), 2(k), 3(c), 4(a), 4(b), 4(c), 4(h), 4(k), 4(l), 7(b), 8(c)
APPLICATION OF CONTENT	<p>IP-8: Learner: Learners identify real-world problems and issues, and use interdisciplinary knowledge, as well as critical thinking skills to seek solutions.</p> <p>Teacher: Teacher engages learners in generating and evaluating new ideas and novel approaches and in seeking inventive solutions to real-world problems.</p>	2(d), 3(c), 3(h), 4(b), 4(c), 4(j), 4(q), 5(a), 5(b), 5(c), 5(d), 5(e), 5(f), 5(g), 5(h), 5(i), 5(j), 5(m), 5(n), 5(q), 5(s), 7(h), 8(d), 8(f), 8(i), 8(j), 8(l)
	<p>IP-9: Learner: Learners identify problems and issues aligned with their interests, research solutions, and create products/performances to illustrate their learning. Learners seek support from others when necessary.</p> <p>Teacher: Teacher collaborates with and supports learners as they plan and complete student-driven learning experiences aligned with their individual interests.</p>	3(a), 3(b), 3(h), 3(m), 5(c), 5(d), 5(g), 5(k), 5(n), 5(p), 6(m), 8(c), 8(d), 8(g), 8(n), 8(o), 8(r)
	<p>IP-10: Learner: Learners demonstrate the necessary skills to effectively read and communicate in the various discipline areas.</p> <p>Teacher: Teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. (InTASC)</p>	3(h), 5(c), 5(h), 5(n), 8(h), 8(m), 8(q), 8(s)

Dimension Four

Leading Professional Learning and Ethical Practice (PL)

STANDARD	INDICATOR	INTASC INDICATOR
PROFESSIONAL LEARNING	PL-1: Teacher engages in ongoing professional learning opportunities.	4(j), 4(o), 4(q), 5(r), 8(p), 8(r), 9(a), 9(b), 9(c), 9(d), 9(e), 9(f), 9(g), 9(h), 9(k), 9(l), 9(m), 9(n), 9(o), 10(a), 10(b), 10(f), 10(h), 10(r), 10(t)
	PL-2: Teacher collaborates with learners, families, colleagues, school professionals, and community members to ensure learner growth and well-being.	1(c), 1(k), 2(f), 3(a), 3(c), 3(n), 7(o), 6(c), 8(c), 9(c), 9(d), 9(m), 10(b), 10(c), 10(d), 10(e), 10(f), 10(g), 10(i), 10(m), 10(o), 10(r)
LEADERSHIP AND ETHICS	PL-3: Teacher practices in an ethical and professional manner.	4(q), 5(k), 6(v), 9(e), 9(f), 9(i), 9(j), 9(l), 9(m), 9(o), 10(c), 10(d), 10(j), 10(l), 10(n), 10(p), 10(q), 10(s), 10(t)
	PL-4: Teacher seeks appropriate leadership roles to support student learning and to advance the profession.	10(a), 10(b), 10(c), 10(d), 10(e), 10(f), 10(g), 10(h), 10(i), 10(k), 10(l), 10(m), 10(n), 10(o), 10(p), 10(q), 10(r), 10(s), 10(t)

NOTES:

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